

Equality Impact Assessment (EIA)

Document control

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|-----------------------------------|--|
| Title of activity: | <i>Phase 4 programme of Secondary School expansions-</i> |
| Type of activity: | <i>Project</i> |
| Lead officer: | <i>Pooneeta Mahadeo, School Organisation & Place planning Manager, Learning & Achievement, Children Housing & Adults</i> |
| Approved by: | <i>Trevor Cook, Acting Assistant Director for Education</i> |
| Date completed: | <i>July 2017</i> |
| Scheduled date for review: | <i>If applicable. Please provide a reason if it does not need to be reviewed</i> |

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

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| Did you seek advice from the Corporate Policy & Diversity team? | Yes |
| Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website? | No |

1. Equality Impact Assessment Checklist

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

Please complete the following checklist to determine whether or not you will need to complete an EIA. Please ensure you keep this section for your audit trail. If you have any questions, please contact the Corporate Policy and Diversity Team at diversity@havering.gov.uk

About your activity

| | | |
|-----------|---|--|
| 1 | Title of activity | <i>Phase 4 programme of Secondary School expansions</i> |
| 2 | Type of activity | <i>Project</i> |
| 3 | Scope of activity | This scope of the activity covers a five week consultation to inform and gather views regarding the expansion proposals from key stakeholders, particularly parents/carers of pupils and staff in the schools being proposed for expansion, school governing bodies and other schools within the borough. It was also intended to assess the impact the expansion proposals may have on individuals and groups who have protected characteristics, and to identify relevant actions to minimise any negative impact or optimise positive outcomes. |
| 4a | Is the activity new or changing? | <i>This activity is not new or changing, however It is similar to previous consultations carried out for the first and second phases of the school expansions programme</i> |
| 4b | Is the activity likely to have an impact on individuals or groups? | |
| 5 | If you answered yes: | <i>Please complete the EIA on the next page.</i> |
| 6 | If you answered no: | <i>Please provide a clear and robust explanation on why your activity does not require an EIA. This is essential in case the activity is challenged under the Equality Act 2010. Please keep this checklist for your audit trail.</i> |

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| Completed by: | <i>Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children's Services</i> |
| Date: | <i>31 July 2017</i> |

2. Equality Impact Assessment

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

For more details on the Council's 'Fair to All' approach to equality and diversity, please visit our [Equality and Diversity Intranet pages](#). For any additional advice, please contact diversity@haverling.gov.uk

Please note the Corporate Policy & Diversity Team require **5 working days** to provide advice on Equality Impact Assessments.

Please note that EIAs are public documents and must be made available on the Council's [EIA webpage](#).

Understanding the different needs of individuals and groups who use or deliver your service

In this section you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity).

Currently there are **nine** protected characteristics (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/maternity/paternity.

In addition to this, you should also consider **socio-economic status** as a protected characteristic, and the impact of your activity on individuals and groups that might be disadvantaged in this regard (e.g. carers, low income households, looked after children and other vulnerable children, families and adults).

When assessing the impact, please consider and note how your activity contributes to the Council's **Public Sector Equality Duty** and its three aims to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity, and
- foster good relations between people with different protected characteristics.

Guidance on how to undertake an EIA for a protected characteristic can be found on the next page.

The EIA

Background/context:

In common with the many other London Boroughs and urban areas, Havering is currently experiencing an increase in demand for school places. This increase in demand is due to rising birth rates in Havering and families moving into the borough from other parts of London, the UK and abroad. The growth we have been experiencing in the primary phase is now due to transfer on to the secondary phase. This means that from 2018/19 onwards there will not be enough secondary school places in the borough.

Cabinet approved the phase 4 of the schools expansion programme and agreed a public consultation to be undertaken and put forward proposals that will initiate the process of increasing Secondary school places:

By agreeing the permanent expansion through the rationalisation of Published admission Numbers of the following schools for 2017/18:

- Marshalls Park School from 172 to 180 8 places
- Emerson Park School from 192 to 210 18 places
- Frances Bardsley Academy from 220 to 240 20 places

To support financially the Phase 4 proposals for Permanent expansion, in the following schools:

North East Planning area:

Expansion of Drapers' Academy from 6FE to 8FE for 2018/19.

North West Planning area:

Expansion of Bower Park Academy from 6FE to 7FE for 2019/20.

Central Planning area:

Expansion of Royal Liberty School from 4FE to 5FE for 2018/19.

Expansion of Marshalls Park School from 6FE to 8FE for 2018/19.

Expansion of Redden Court Academy from 5FE to 7FE for 2019/20.

Expansion of Emerson Park School from 7 FE to 8FE for 2019/20.

East Planning area:

Rationalisation of PAN for Hall Mead Academy from 192 to 210 for 2019/20.

The Local Authority is not the decision maker for Academy expansions. All the above mentioned schools are academies and therefore the final decision as to whether these Academies expand following the consultation will be made by the Education Skills Funding Agency.

However, a decision not to expand these schools will lead to a lack of choice for parents in relation to school places, increased admissions appeals or increased travelling distances for pupils to attend schools and the Local Authority failing in meeting its statutory duty to provide sufficient school places.

Each school expansion will improve choice and diversity in the local area by providing fair access and improved parental preference to schools places in Havering.

As part of our approach in ensuring a best assessment of the impact of our proposed expansion, the consultation was undertaken with key stakeholders, particularly

Parents/Carers of children who attend the academy schools proposed for expansion, families of pupils in all maintained & non-maintained, primary, secondary, special schools in the Borough, early years providers, school governing bodies, and staff in the schools, being proposed for expansion

The consultation for the schools which are due to expand in 2018/19 ran from 12 June 2017 to 10 July 2017. The feedback report (attached) presents the survey demographics and a summary of the key responses received during the consultation activity including the main views and issues gathered from the consultees.

*

Age: Consider the full range of age groups

*Please tick (✓)
the relevant box:*

Positive

✓

Neutral

Negative

Overall impact:

Admission to secondary school is age-specific. The expansion proposal will have a positive impact on children of secondary school age living in Havering and will ensure that all children requiring a secondary school place can be offered one.

Evidence:

An analysis of the capacity of secondary schools in the borough has shown the need to provide additional secondary places if the Council is to meet its legal obligation of ensuring sufficient school places.

Our school roll projections which takes into account the general population rise, including current birth, housing & migration trend, gives predicted number of pupils in each of our planning area over the next ten years.

Sources used:

- Birth data received from the ONS and North East London Foundation Trust.
- Population projections produced by the GLA
- Historic pupil data obtained from the school census
- Housing development data obtained from the London Development Database and the Annual Housing Monitoring Development report published by our planning department.

| Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions | | |
|--|---|--|
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: The planned proposals will have positive outcome for children with special educational needs and disability as they will have appropriate provision made available to cater for their educational needs Adaptations and modifications to incorporate adjustments in classrooms, curriculum planning, assessment and resources would be carried out to accommodate the needs of these additional children. |
| Positive | ✓ | |
| Neutral | | |
| Negative | | |
| Evidence: The updated school provision and commissioning plan/strategy & consultation findings published in autumn 2016 identified the need for not only additional primary, secondary, places but also the need for SEN places. | | |
| Sources used: School Commissioning plan/strategy Projected school population data School Census data | | |

| Sex/gender: Consider both men and women | | |
|--|---|--|
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: Secondary school provision is largely co-educational in the secondary phase and we anticipate that future arrangements will conform to this pattern. The gender of pupils is not considered to be a factor in determining this proposal. 4 out of the 18 secondary schools are single sex (two boys and two girls) provision in Havering. In 2016/17 academic year 100 additional places was created through the PAN rationalisation of a single sex (girls) school located in the Central secondary planning area. This rationalisation has since become permanent from 2017 with the school PAN increased from 220 to 240 from 2017. One of the schools proposed for expansion in this phase of the programme is a single sex (boys) school also located in the central planning area. Creating additional places will provide choice for parents who may prefer their children being educated in a single sex school and would also enable the local authority meet our objective of providing access to a good local school in an area of high demand for every Havering child. |
| Positive | | |
| Neutral | ✓ | |
| Negative | | |
| Evidence: No issues or comments were received from the consultees regarding single sex or co-educational provision. However, an email correspondence was received from the Head teacher of one of the single sex (girls) school in response to the consultation. | | |

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| Sources used: Consultation Feedback report |

| Ethnicity/race: Consider the impact on different ethnic groups and nationalities | | |
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| Please tick (✓) the relevant box: | | Overall impact: National legislation determines that schools cannot discriminate on race in relation to admissions policies. The population of Havering is still predominantly white; however some of the children who are or will be studying in the secondary schools proposed for expansion would be new arrival from overseas and may have English as a second language. We are also aware that a small proportion of parents/carers/guardians of current and potential pupils do not speak or read English. Our English Additional Language (EAL) team will work with schools to offer support as best as we can. We would also ensure that information is written in Plain English and is accessible via a wide range of communications channels, with translation and interpreting services made available upon request. Through our Educational inclusion and support services, we will support Gypsy, Roma and Travellers (GRT) children and their families to ensure that GRT children are also provided with the opportunity to benefit from accessible and inclusive education. |
| Positive | ✓ | |
| Neutral | | |
| Negative | | |
| Evidence: The 2017 JSNA report highlighted that Havering is one of the most ethnically homogenous places in London, with 83% of its residents recorded as White British, higher than both London and England. Our consultation survey demographics also confirm that of the 63% of the total respondents who provided personal Ethnicity data. The largest group was White British (96%), while the remaining (4%) were made up of African, White Caribbean, Indian and Pakistani background. Our in year admission statistics which captures information on migration and pupil mobility shows that as at end of June 2017, there were 1032 applications for school places from new arrivals into Havering. 246 of those needed secondary school places. | | |
| Sources used: <ul style="list-style-type: none">• Joint Strategic Needs Assessment• Consultation Feedback report• Admissions in year statistics data 2016/17 | | |

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|---|---|---|
| Religion/faith: Consider people from different religions or beliefs including those with no religion or belief | | |
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: 4 of our 18 secondary school provision are designated as having a religious character. None of the additional places are proposed to be created in the academies that are designated with a religious character. However, a rise in demand for secondary places in the future may lead to expansion proposal of secondary schools with faith designation. |
| Positive | | |
| Neutral | ✓ | |
| Negative | | |
| Evidence: Data from the Diocese of Brentwood indicates that the number of baptisms of children aged 0-7 has remained strong and have been increasing which is likely to translate into an increase in demand for Catholic secondary school places in the near future. | | |
| Sources used: School Planning Data Pack | | |

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| Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual | | |
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: All the secondary school provision in the borough is fully inclusive. National legislation determines the admission policies that schools have to operate and as such cannot discriminate on grounds of sexual orientation. Therefore sexual orientation is not considered to be a factor in determining any of the schools being proposed for expansion. Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child |
| Positive | | |
| Neutral | ✓ | |
| Negative | | |
| Evidence: N/A | | |
| Sources used: N/A | | |

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| Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth | | |
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: The overall impact is neutral because all our education provision is fully inclusive because all our secondary school provision is fully inclusive. |
| Positive | | |

| | | |
|--|-------------------------------------|--|
| Neutral | <input checked="" type="checkbox"/> | Gender reassignment is not considered to be a factor in determining any of the schools being proposed for expansion. Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child |
| Negative | <input type="checkbox"/> | |
| Evidence: N/A | | |
| Sources used: The impact on gender reassignment is unknown as this data is not recorded. | | |

| Marriage/civil partnership: Consider people in a marriage or civil partnership | | |
|---|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: All our secondary school provision is fully inclusive. Marriage/civil partnership are not considered to be a factor in determining any of the schools being proposed for expansion. Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child |
| Positive | <input type="checkbox"/> | |
| Neutral | <input checked="" type="checkbox"/> | |
| Negative | <input type="checkbox"/> | |
| Evidence: | | |
| Sources used: | | |

| Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave | | |
|---|-------------------------------------|---|
| <i>Please tick (✓) the relevant box:</i> | | Overall impact: The overall impact is neutral because all our education provision is fully inclusive. Creating additional secondary school places will enable us to meet our objective of providing access to a good local school for every Havering child |
| Positive | <input type="checkbox"/> | |
| Neutral | <input checked="" type="checkbox"/> | |
| Negative | <input type="checkbox"/> | |
| Evidence: | | |

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| Sources used: |
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| Socio-economic status: Consider those who are from low income or financially excluded backgrounds | |
| Please tick (✓) the relevant box: | |
| Positive | <input checked="checked" type="checkbox"/> |
| Neutral | <input type="checkbox"/> |
| Negative | <input type="checkbox"/> |
| Overall impact: Good quality school places will be provided where there is demand making access to the local school as easy as possible. Local places provided thus making it as easy as possible to walk to school, removing the need for the use of a car to take children to school or to pay for transport. Funding and resources will also be put in place to support any child admitted into our secondary schools who have learning difficulties or special educational needs, or are in receipt of free school meals, or has English as an additional language. | |
| Evidence: The pupil premium funding is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to: local authority maintained schools, including special schools and pupil referral units (PRUs). | |
| Sources used: Policy Paper- 2010 to 2015 government policy: education of disadvantaged children | |

Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

| Protected characteristic | Identified negative impact | Action taken to mitigate impact* | Outcomes and monitoring** | Timescale | Lead officer |
|--------------------------|----------------------------|--|--|----------------|--|
| Sex/gender | | We will need to monitor the impact of the recent expansion at single sex schools on the gender balance at local mixed schools. | Monitoring admission intake and parental preferences for allocation of places in Year 7 2019/20 intake | September 2019 | Place planning & School Organisation Manager |
| | | | | | |
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* You should include details of any future consultations you will undertake to mitigate negative impacts

** Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

Review

A new Commissioning school places Strategy will be drafted and consulted upon in summer 2018. Following this, the EIA will be reviewed and any impact arising from this will be addressed accordingly.