

Equality Impact Assessment (EIA)

Document control

Title of activity:	<i>2017/18 Consultation on the Phase 4 programme of Primary 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>Tim Aldridge, Director of Children's services</i>
Date completed:	<i>January 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.

Did you seek advice from the Corporate Policy & Diversity team?	No
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>2017/18 Consultation on the Phase 4 programme of Primary 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 previous phases of the school expansions programme</i>
4b	Is the activity likely to have an impact on individuals or groups?	<i>The implementation of the proposal will have an impact on individuals or groups who have been consulted during this activity</i>
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>

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children's Services</i>
Date:	<i>January 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@havering.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 Havering, The number of Primary age pupils is expected to continue rising significantly from 21,074 in 2015/16, to 25,677 in 2020/21 which is more than 4,000 extra pupils over the next five years and this will continue to rise further. We have seen an increase of over 45% in the number of births between calendar years 2002 and 2015.

The ONS live birth data for 2013 shows that most London boroughs experienced a drop in their birth rate from 2013 to 2014 however, Havering had a 5% increase. While many London boroughs have already experienced the increase in birth rate which is now starting to plateau, for Havering we are still at the early stages of our increase in the birth rate.

There are planned major housing developments and regeneration schemes and in addition some areas have seen rapid housing growth and other demographic changes that have led to more families with school age children moving into these areas, which in turn create an additional demand for school places. We therefore need to build the necessary capacity to accommodate the children of Havering requiring a school place for years to come.

Following the Cabinet's approval of the phase 4 of the schools expansion programme, the additional capacity needed in our primary schools will focus on the planning areas that are experiencing this rapid growth in pupil numbers.

These planning areas are namely Harold Hill, Rainham & South Hornchurch and Romford. Cabinet approved the recommendation in respect increasing primary places in these areas subject to consultation and school organisation statutory processes,

Harold Hill Planning area:

Expansion of Pyrgo Priory Primary School from 2FE to 3FE for 2017/18.

Expansion of Broadford Primary School from 3FE to 4FE for 2018/19.

Romford Planning area:

Expansion of Hylands Primary School from 2FE to 3FE for 2017/18.

Expansion of Gidea Park Primary School from 2FE to 3FE for 2019/20.

Rainham and South Hornchurch Planning area:

Expansion of Rainham Village Primary School from 2FE to 3FE for 2017/18.

Expansion of Whybridge Infant and Junior School from 2FE to 3FE for 2017/18.

Expansion of Brady Primary School from 1FE to 2FE for 2017/18.

Expansion of Parsonage Farm Primary School from 3FE to 4FE for 2018/19.

Expansion of Newtons Primary School from 2FE to 3FE in 2019/20.

The recommendation to support proposals for a new 3FE Primary Free School in Rainham and South Hornchurch Planning area on the Beam Park development site was approved as part of this report.

Cabinet also agreed an increase in Primary SEN places by approving the establishment of two Additionally Resourced Provisions (ARPs) for primary children with Communication and Interaction Needs each with 12 places in mainstream primary schools for 2017/18. These ARPs will be established in the Upminster, or Harold Hill, or Rainham and South Hornchurch primary planning areas.

A decision not to expand primary schools will lead to insufficient capacity in our school to accommodate demand, 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. The expansion of each of these schools 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, a series of consultation will be undertaken with key stakeholders, particularly school governing bodies, parents/carers of pupils and staff in the schools, being proposed for expansion

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	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: Admission to primary school is age-specific. The expansion proposal will have a positive impact on children of school age living in Havering and will ensure that all children requiring a primary school place can be offered one.</p>	
<p>Evidence:</p> <p>An analysis of the capacity of primary schools in the borough following the first , second and third phases of the expansion programme has shown the need to provide additional primary places if the Council is to meet its legal obligation of ensuring sufficient school places.</p> <p>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.</p>	
<p>Sources used:</p> <ul style="list-style-type: none"> • 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 from 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:
Positive	✓	<p>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</p> <p>New accessible accommodation and resources appropriate to the special educational needs of the children would be constructed to provide the necessary teaching spaces and facilities. Where possible, 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</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
Neutral		
Negative		
<p>Evidence: The 2015/16 school provision and commissioning plan/strategy & consultation findings which was updated published in Autumn 2016 identified the need for not only additional primary, secondary, places but also the need for SEN places.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>		
<p>Sources used:</p> <p>School Commissioning plan/strategy Projected school population data School Census data</p> <p style="text-align: right;"><i>*Expand box as required</i></p>		

Sex/gender: Consider both men and women		
<i>Please tick (✓) the relevant box:</i>		Overall impact:
Positive		<p>Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.</p> <p>There is no single sex primary school provision in Havering. All schools proposed for expansion are co-educational therefore the gender of pupils is not considered to be a factor in determining proposals</p> <p>Creating additional places will enable us to meet our objective of providing access to a good local school for every Havering child...</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
Neutral	✓	
Negative		
<p>Evidence: No responses were received from the consultees regarding single sex school or co-educational provision</p> <p style="text-align: right;"><i>*Expand box as required</i></p>		

Sources used:

Consultation Feedback report

**Expand box as required*

Ethnicity/race: Consider the impact on different ethnic groups and nationalities	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	

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 schools proposed for expansion would be from ethnic minority backgrounds 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.

**Expand box as required*

Evidence:
 The 2016 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 73% of the total respondents who provided personal Ethnicity data. The largest group was White British (48%). This was followed by Asian (6%), Black British (6%), White other (5%), Mixed background (3%), while (32%) preferred not to state their ethnicity .
 Through our in year admission process, we capture information on migration, demographic changes and pupil mobility in our school to ensure appropriate support is made available when needed. *d*

Sources used:

- Consultation Feedback report
- [Joint Strategic Needs Assessment](#)

**Expand box as required*

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:

Positive	<input checked="" type="checkbox"/>	This phase of the programme will create additional places in Community schools, to cater for people with no religion or belief. However previous phases of the programme included the expansion of two VA schools which provided choice for parents who have religious beliefs and parents.
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence: The expansions of St. Patrick's School from 1.5FE to 2FE in September 2013 and St. Peter's school from 1FE to 2FE in September 2016		
<i>*Expand box as required</i>		
Sources used:		
<i>*Expand box as required</i>		

Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual		
<i>Please tick (✓) the relevant box:</i>		Overall impact:
Positive	<input type="checkbox"/>	All our primary school provision is fully inclusive. However, 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.
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
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.		
Evidence:		
<i>*Expand box as required</i>		
Sources used:		
<i>*Expand box as required</i>		

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:
Positive	<input type="checkbox"/>	All our primary school provision is fully inclusive. Gender reassignment is not considered to be a factor in determining any of the schools being proposed for expansion.
Neutral	<input checked="" type="checkbox"/>	
Creating additional places in these schools will enable us to meet our		

Negative		objective of providing access to a good local school for every Havering child
<i>*Expand box as required</i>		
Evidence:		
<i>*Expand box as required</i>		
Sources used:		
<i>*Expand box as required</i>		

Marriage/civil partnership: Consider people in a marriage or civil partnership		
<i>Please tick (✓) the relevant box:</i>		Overall impact:
Positive		All our primary school provision is fully inclusive. Marriage/civil partnership is not considered to be a factor in determining any of the schools being proposed for expansion.
Neutral	√	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		<i>*Expand box as required</i>
Evidence:		
<i>*Expand box as required</i>		
Sources used:		
<i>*Expand box as required</i>		

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:
Positive		All our education provision is fully inclusive. Creating additional places will enable us to meet our objective of providing access to a good local school for every Havering child.
Neutral	√	
Negative		<i>*Expand box as required</i>
Evidence:		
<i>*Expand box as required</i>		

Sources used:

**Expand box as required*

Socio-economic status: Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		<p>Overall impact: Good quality school places provided where there is demand therefore making access to the local school as easy as possible 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.</p> <p>Funding and resources are also made available to support any child admitted into our primary schools who have learning difficulties or special educational needs, or are in receipt of free school meals, or has English as an additional language.</p> <p style="text-align: right;"><i>Expand box as required</i></p>
Positive	✓	
Neutral		
Negative		

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)

**Expand box as required*

Sources used:

[Policy Paper- 2010 to 2015 government policy: education of disadvantaged children](#)

Expand box as required

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

* 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.