

# Equality & Health Impact Assessment (EqHIA)

## Document control

<b>Title of activity:</b>	<b>Proposal to amalgamate Parklands Infant and Parklands Junior schools</b>
<b>Lead officer:</b>	<i>Pooneeta Mahadeo, School Organisation Manager, Learning &amp; Achievement, Children services</i>
<b>Approved by:</b>	<i>Trevor Cook, Assistant Director of Education</i>
<b>Date completed:</b>	<i>17 May 2021</i>
<b>Scheduled date for review:</b>	<i>December 2022</i>

<b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>	No
<b>Did you seek advice from the Public Health team?</b>	No
<b>Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b>	No

# 1. Equality & Health Impact Assessment Checklist

## About your activity

1	Title of activity	<i>Proposed amalgamation of Parklands Infant and Parklands Junior Schools</i>		
2	Type of activity	<i>Project</i>		
3	Scope of activity	<i>The scope of the activity is to assess the impact of the proposal to amalgamate infant and the junior schools resulting in the creation of a single primary school. The activity will also cover any decisions and processes required for the proposal to be effectively implemented whilst ensuring that it does not impact negatively on other schools in the area.</i>		
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	No	If the answer to <u>any</u> of these questions is 'YES', please continue to question 5.	If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	Yes		
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	No		
5	If you answered YES:	<b>Please complete the EqHIA in Section 2 of this document.</b> Please see Appendix 1 for Guidance.		
6	If you answered NO:	<i>Please provide a clear and robust explanation on why your activity does not require an EqHIA. This is essential in case the activity is challenged under the Equality Act 2010.</i>  <i>Please keep this checklist for your audit trail.</i>		

Completed by:	Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children services
Date:	17 May 2021

## 2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

## Background/context:

Parklands Infant and Parklands Junior schools are two separate schools. Pupils at the infant school have to apply for a place at the junior and the transition from one school to another can cause disruption for some pupils.

The retirement of the Headteacher of Parklands Infant School in December 2020 provided a natural opportunity to review the organisation of the schools and to consider the needs of current and future pupils. Whatever the decision regarding the future of the school, the certainty is that there will be change in the school, which is inevitable when there is a change in leadership.

The Local Authority met with the governing bodies of both Parklands Infant and Junior schools to discuss a paper outlining the potential options for the future as follows:

1. No change- a new headteacher is recruited to the vacant headteacher post at the Infant school
2. Federation – this is a change in governance arrangements only with one governing body over both schools and the schools remaining as separate institutions
3. Amalgamation – closure of both schools and a new primary school opening on the same site
4. Amalgamation - closure of the infant school and expansion of the age range in the junior school to form a primary school

Feedback was received from the governing bodies of both schools and considered. The Local Authority decided to proceed with conducting a pre-statutory consultation regarding the proposal to amalgamate Parklands Infant & Parklands Junior Schools into a single Primary School from September 2021. It is proposed that the amalgamation be achieved by closing the infant school and extending the age range of the junior school to form a primary school.

Both schools are community schools- as such the processes for amalgamating and making changes to a community school rest with the Local Authority following a statutory process. This process is outlined in the Department for Education (DFE) guidance 'Making significant changes ('prescribed alterations') to maintained schools' and 'Opening and closing maintained schools'

An initial pre-statutory consultation was carried out from 30/11/2020 -18/01/2021. The initial consultation period was extended by a further two weeks before closing on Monday 1 February 2021.

The objective was to inform and gather views regarding the proposed amalgamation from key stakeholders, particularly parents/carers of pupils and staff of Parklands Infant and Parklands Junior schools, the governing bodies, teachers and other staff of schools within the borough and any other interested parties who may have an interest in the schools.

On 05/03/2021, the Cabinet Member for Education, Children & Families considered the outcome of the consultation and took a decision to publish statutory proposals to implement the amalgamation.

The statutory proposals were published from 16 April 2021 to 14 May 2021. The four week 'representation' was the formal consultation period and the final chance to express views on the proposed amalgamation.

The proposals are for a 'technical' closure ('discontinuance') of the infant school, and an extension of the age-range of the junior school to become an 'all-through' primary school. All the pupils attending the schools at the time of amalgamation would automatically transfer to the roll of the

single primary school, and there would be a similar staffing need. The school buildings would continue to be used by the combined school.

One representation was received about the amalgamation statutory proposal, with key points raised as follows:

- If National Education Union (NEU) members in the infant school wait until the amalgamation is implemented for consultation on the changes, they will have no influence on the structures and policies of the new school.
- NEU members of Parklands Infant school do not consider the consultation over amalgamation with Parklands junior school as adequate or complete.
- There is no information about a future staff structure. There have been no satisfactory assurances re redundancies or job roles or TLR responsibilities or the budget of the new school from the local authority. The new school does not yet exist, but no one is taking any responsibility for what it might look like. Any requests for information from the chair of governors in the junior school have been ignored.
- If we wait until everything is decided, we will have no influence over the staffing structure or future SEN policy, or any redundancies planned. And HR services will be decided by the school regardless of staff feeling on the matter. NEU are prepared to support a ballot for discontinuous strike action, if meaningful consultation on these outstanding matters is not put in place during the summer term.

The proposal will be determined for implementation by the Lead Member of Children's Services .

The implementation of the proposal will be in line with our Commissioning plan for education provision planning guideline of amalgamating separate infant and junior schools into a single primary school, when the opportunity arises. It is an opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems etc. and provides opportunities for wider staff development and experience across the full primary phase.

The amalgamation will ensure that savings will be made through the appointment of a single head teacher as opposed to two head teachers for each school, as well as the sharing of resources across the single primary school. This efficiency savings will be available to reinvest in the priorities that will benefit the education of the pupils

### **Who will be affected by the activity?**

- Pupils who attend Parklands Infant and Parklands Junior
- Parents/carers of pupils at Parklands Infant and Parklands Junior schools
- Teachers and other staff at Parklands Infant and Parklands Junior schools
- The governing bodies of Parklands Infant and Parklands Junior schools
- Early Years Providers, specifically serving the Collier Row planning area
- Neighbouring local authorities where there may be significant cross-border movement of pupils.

Protected Characteristic - Age: Consider the full range of age groups		
Please tick (✓) the relevant box:		<b>Overall impact:</b> Admission to primary school is age-specific. All the pupils attending the infant and junior schools at the time of amalgamation would automatically transfer to the single school and there would be a similar staffing need, therefore no direct impact on teaching, class support and ancillary staff as a result of the proposal. Amalgamation would lead to a single admission with no application required between infant and junior schools. This would remove a level of uncertainty for parents. The amalgamated primary school would continue to admit 120 pupils into reception each year, as the infant school does now and the school would have a total of 840 places for reception to year 6.
Positive		
Neutral	✓	
Negative		
<b>Evidence:</b> Profile data of pupils currently attending Parklands Infant and Parklands Junior schools		
<b>Sources used:</b> <ul style="list-style-type: none"> <li>School Census</li> <li>School admission arrangements</li> <li>Consultation proposal document</li> </ul>		

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions		
Please tick (✓) the relevant box:		<b>Overall impact:</b> Both schools are inclusive mainstream provision. The school does not provide educational provision recognised by the Local Authority as being reserved for children with Special Educational Needs. Pupils on roll who have been identified as having Special Educational Needs (SEN support) or with an Education Health and Care Plan (EHCP) will continue to be supported in the single primary school.
Positive		
Neutral	✓	
Negative		
<b>Evidence:</b> Profile data of pupils currently attending Parklands Infant and Parklands Junior schools		
<b>Sources used:</b> <ul style="list-style-type: none"> <li>School Census</li> </ul>		

Protected Characteristic - Sex/gender: Consider both men and women		
Please tick (✓) the relevant box:		<b>Overall impact:</b> Both schools are co-educational and the new single primary school will continue as a co-educational school admitting both boys and girls.
Positive		
Neutral	✓	
Negative		
<b>Evidence:</b> Profile data of pupils currently attending Parklands Infant and Parklands Junior schools		
<b>Sources used:</b> <ul style="list-style-type: none"> <li>School Census</li> <li>School admission arrangements</li> </ul>		

<b>Protected Characteristic - Ethnicity/race:</b> Consider the impact on different ethnic groups and nationalities		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> There is no change to school category in the proposal. Both schools that are inclusive of children from all races, and this would continue in the single primary school. The schools draw pupils from their local area and the pupil profile reflects the ethnicity of their area.
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
<b>Evidence:</b> The January 2021 School Census data demonstrates that both schools have an ethnically diverse pupil population.		
<b>Sources used:</b> <ul style="list-style-type: none"> <li>School Census</li> </ul>		

<b>Protected Characteristic - Religion/faith:</b> Consider people from different religions or beliefs including those with no religion or belief		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> Both schools are community schools without a religious character and an amalgamation will not have a negative impact on the balance of denominational provision in the area. There would be no change in the school category.
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
<b>Evidence:</b>		
<b>Sources used:</b>		

<b>Protected Characteristic - Sexual orientation:</b> Consider people who are heterosexual, lesbian, gay or bisexual		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> Not applicable in the context of amalgamation of these schools
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
<b>Evidence:</b>		
<b>Sources used:</b>		

<b>Protected Characteristic - Gender reassignment:</b> 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>		<b>Overall impact:</b> Not applicable in the context of amalgamation of these schools
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
<b>Evidence:</b>		
<b>Sources used:</b>		

<b>Protected Characteristic - Marriage/civil partnership:</b> Consider people in a marriage or civil partnership	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b> Not applicable in the context of amalgamation of these schools
<b>Positive</b>	
<b>Neutral</b>	
<b>Negative</b>	
<b>Evidence:</b>	
<b>Sources used:</b>	

<b>Protected Characteristic - Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b> Not applicable in the context of amalgamation of these schools.
<b>Positive</b>	
<b>Neutral</b>	
<b>Negative</b>	
<b>Evidence:</b>	
<b>Sources used:</b>	

<b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b> Not applicable in the context of amalgamation of these schools
<b>Positive</b>	
<b>Neutral</b>	
<b>Negative</b>	
<b>Evidence:</b>	
<b>Sources used:</b>	

<b>Health &amp; Wellbeing Impact:</b> Consider both short and long-term impacts of the activity on a person's physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.	
<i>Please tick (✓) all the relevant boxes that apply:</i>	<b>Overall impact:</b> Amalgamation is the merging of both Parklands Infant School and Parklands Junior School to create one new primary school. The process would mean that Parklands Infant School would close and a new primary school would be established by enlarging and altering the lower age range of Parklands Junior School.
<b>Positive</b>	



<b>Neutral</b>		<p>The rationale behind this proposal is to provide the children in both schools with a seamless transition throughout the school for their education, from age two through to eleven.</p>
<b>Negative</b>		<p>Amalgamation would lead to a single admission with no application required between infants and juniors. This would remove a level of uncertainty for parents when children move up from the infant to the junior school. Therefore, the implementation of this proposal will have a positive impact on parents' mental health and wellbeing because of the single admission process in the new single school.</p> <p>All the teachers and support staff employed at the Infant and Junior school would automatically continue their employment in the new primary school. There should be no direct impact on teaching, class support and ancillary staff as a result of this proposal.</p> <p>Overall, it is expected that amalgamation will drive up the standards and the quality of education offered, strengthen the management of governance arrangements already in place, ensuring continued improvement and positive outcomes for all the children in the single school. The relationship between pupils, staff and the headteacher will build over a longer period of time in the newly amalgamated school, thus allowing the school to better understand the needs of each pupil.</p> <p>The arrangements that amalgamation brings will enable the school to operate under a single staffing structure which will allow for the sharing of resources, expertise, knowledge and support across the phases that would improve the quality of education on offer, so the proposal will strengthen the skills and development amongst staff.</p> <p>The single primary school would remain largely the same with all the existing premises being used in the most appropriate and efficient way, allowing the single school to retain its wealth and reinvest it on improvement objectives.</p> <p>Currently both the infant and junior schools are inclusive of all children from all groups, and this would continue in the amalgamated primary school.</p> <p><b>Do you consider that a more in-depth HIA is required as a result of this brief assessment?</b> Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p><b>Evidence:</b> A range of views and comments were expressed by all parties during the consultation period. These were considered before proceeding towards the next steps of implementing the proposal.</p>		
<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>Consultation document- Experience from implementing the amalgamation policy in relation to other schools has been drawn upon in conducting the consultation including information contained in the consultation documentation and frequently asked questions issued during the consultation period. This enabled issues raised about school size, leadership, staffing, finance, etc. to be addressed to ensure complete information was available for consideration by all interested parties.</li> <li><a href="#">Consultation feedback report</a></li> </ul>		



### 3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

✓	1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>	➔	<b>Proceed with implementation</b> of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u>	➔	<b>COMPLETE SECTION 4:</b> <b>Complete action plan</b> and finalise the EqHIA
	3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level	➔	<b>Stop and remove</b> the activity or <b>revise</b> the activity <b>thoroughly</b> . <b>Complete an EqHIA on the revised proposal.</b>

## 4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer
<p>The EqHIA indicates that the impact of this activity overall will be effectively neutral on protected characteristic. No children would be displaced when both schools amalgamate.</p> <p>The proposal will have a positive impact on parents' mental health and wellbeing because of the single admission process in the new single school. Health and wellbeing will also be promoted, as the proposal would provide the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum, providing greater flexibility across and between key stages.</p> <p>The appointment of a single headteacher would consolidate the savings to be realised and provide stability in the primary school for the foreseeable future.</p>	None	None	Monitoring will occur through the usual schools monitoring group (SMG). The SMG comprised of representatives from education services, meets monthly and will consider any relevant impact including education standards, efficiency savings arising from the amalgamation following implementation.	October 2021- July 2022	Darren Purdie

## 5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

**Review:** Annually

**Scheduled date of review:** August 2022

**Lead Officer conducting the review:** Pooneeta Mahadeo

Please submit the completed form via e-mail to [EqHIA@haverling.gov.uk](mailto:EqHIA@haverling.gov.uk) thank you.

## Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input checked="" type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social services <input type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input checked="" type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input checked="" type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input checked="" type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure