

# Equality & Health Impact Assessment (EHIA)

## Document control

<b>Title of activity:</b>	<i>Consultation on the Proposal to Amalgamate Squirrels Heath Infant School and Squirrels Heath Junior School into a Single Primary School from 1 September 2025</i>
<b>Lead officer:</b>	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
<b>Approved by:</b>	<i>Trevor Cook, Assistant Director of Education, Starting Well</i>
<b>Version Number</b>	<b>V0.1</b>
<b>Date and Key Changes Made</b>	<i>26/02/2025</i>
<b>Scheduled date for next review:</b>	<i>N/A</i>

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

Please note that EHIAs are **public** documents and unless they contain confidential or sensitive commercial information must be made available on the Council's [EqHIA webpage](#).

**Please submit the completed form via e-mail to [READI@havering.gov.uk](mailto:READI@havering.gov.uk)**  
**Thank you.**

# 1. Equality Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EHIA and ensure you keep this section for your audit trail. If you have any questions, please contact [READI@haverling.gov.uk](mailto:READI@haverling.gov.uk) for advice from either the Corporate Diversity or Public Health teams. Please refer to [this Guidance](#) on how to complete this form.

## About your activity

1	Title of activity	<i>Consultation on the Proposal to Amalgamate Squirrels Heath Infant and Squirrels Heath Junior Schools into a Single Primary School from 1 September 2025</i>		
2	Type of activity	<i>Project- Amalgamation of an Infant and Junior School into one Primary School</i>		
3	Scope of activity	<i>The scope of the activity is to assess the impact of the proposal to amalgamate the infant and the junior school 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>either</u> of these questions is 'YES' Continue to question 5.	
4b	Does this activity have the potential to impact (either positively or negatively) upon people from different backgrounds?	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	Use the <a href="#">Screening tool</a> before you answer this question.	If you answer 'YES' Continue to question 5.
5	If you answered YES:	Please complete the EHIA in Section 2 of this document. Please see Appendix 1 for Guidance.		
6	If you answered NO:	<i>Provide an explanation on why your activity does not require an EHIA. This is essential, in case the activity is challenged under the Equality Act 2010.</i>  <i>Keep this checklist for your audit trail.</i>		

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
Date:	<i>26/02/2025</i>

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

### Background/context:

Squirrels Heath Infant and Squirrels Heath Junior schools are two separate schools occupying the same site. Pupils at the infants have to apply for a place at the juniors during the transition between year 2 and year 3 and the transition from one school to another can cause disruption for pupils.

As the Head Teacher of Squirrels Heath Infant School is relocating at the end of the summer term, this provides a natural opportunity to review the organisation of the school 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.

As the Head Teacher of Squirrels Heath Infant School is relocating, the Local Authority has decided to consult on a proposal to amalgamate Squirrels Heath Infant and Junior Schools into a single primary school (age 4 -11) from September 2025.

The Local Authority is aware of concerns regarding school reorganisation; as local communities see a school as being at the heart of the community and sometimes any proposed change may often be contentious. Taking this into account, the Local Authority will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended, whilst ensuring that its vision for every child to reach their potential by having a good start and reaches the highest possible standard in their education.

This document explains the amalgamation proposal, attempts to answer some questions and seeks the views or comments interested parties may have on what is being proposed.

### Who will be affected by the activity?

- Pupils who attend Squirrels Heath Infant and Squirrels Heath Junior Schools
- Parents/carers of pupils at Squirrels Heath Infant and Squirrels Heath Junior schools
- Teachers and other staff at Squirrels Heath Infant and Squirrels Heath Junior schools
- The governing body of Squirrels Heath Infant and Squirrels Heath Junior schools
- Early Years Providers, specifically serving the Hornchurch planning area
- Trade unions who represent staff at Squirrels Heath Infant and Squirrels Heath Junior schools
- Neighbouring local authorities where there may be significant cross-border movement of pupils.

### Protected Characteristic - Age: Consider the full range of age groups

If there is an impact on under 18s, how have you / will you ensure their views are gained to inform decision making?

Please tick (✓) the relevant box:

**Positive**

✓

### Overall impact:

*Admission to primary school is age-specific. All the pupils attending the infant and junior schools at the time of amalgamation would transfer to*

Neutral	<p><i>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.</i></p>
Negative	<p><i>Amalgamation would lead to a single admission with no application required between infants and juniors. This would remove a level of uncertainty for parents. The amalgamated primary school would continue to admit 90 pupils into reception each year, so the school would have a total of 630 places.</i></p> <p><i>The proposal is in line with our strategic objective of bringing separate Infant and Junior schools together where appropriate and over time, to form a primary school so children can benefit from primary education in one school rather than changing schools at age 7.</i></p> <p><i>The two schools currently have different ethos. An amalgamation will enable a new collaborative ethos to be formed which would aid the development and running of education provision from nursery to Year 6 provided in a continuous and logically progressed curriculum which is proven to be educationally beneficial.</i></p> <p><i>There is strong evidence that continuity of learning has a significant impact on pupils' progress. The fewer moves children have during their school education, the better they perform.</i></p> <p><i>Feedback from the consultation suggests that the either the learning from the Infants or the Juniors will become secondary to the other. A combined school structure can enhance collaboration among staff, leading to a more cohesive educational strategy. Teachers and administrators can work together more effectively to address the needs of all students, drawing on a wider pool of expertise and resources. This collaborative environment can help preserve the strengths of the current separate schools while integrating them into a unified model that benefits everyone.</i></p> <p><i>Feedback from the consultation suggests that some staff are worried about the amalgamation leading to redundancies, however, we believe the affect for Staff would be positive, staff would continue in their roles as the two schools become one all-through primary school. The proposed changes may present opportunities for staff who would have more opportunities for professional development and would be able to gain greater understanding and experience of working in a primary school environment. The employer will remain Havering Council, so there will be no need for a transfer of employment to take place under the Transfer of Undertaking and Protection of Employment Regulations 2006 (as amended in 2014) (TUPE).</i></p> <p><i>No existing member of staff would be required to change their contract of employment by working across both schools. The proposed change would not constitute a break in service or affect staff terms and conditions in any way.</i></p>

		<p><i>The Governing Body of Squirrels Heath Infant School would cease to exist with effect from 31 August 2025. The existing Governing Body of Squirrels Heath Junior School would become the Governing Body of the primary school.</i></p> <p><i>The Local Authority would encourage Squirrels Heath Junior School Governing Body to consider all opportunities whereby Governors of the infant school could join the primary school Governing Body. This could be through reconstitution, not filling current vacancies, or appointment of Associate Members. This would help ensure a good balance and complementary skills set.</i></p>
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**Evidence:**

Profile data of pupils currently attending Squirrels Heath Infant and Squirrels Heath Junior Schools.

**Sources used:**

- School Census
- School admission arrangements
- Consultation proposal document

**Protected Characteristic - Disability:** Consider the full range of disabilities; including physical, mental, sensory, progressive conditions and learning difficulties. Also consider neurodivergent conditions e.g. dyslexia and autism.

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> <i>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 and Disability.</i>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		<p><i>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.</i></p> <p><i>With a single ethos, shared expectations, assessed across the whole primary range; continuity of learning and accurate measure of each child's progress would be easier as staff would know exactly where they left off at the end of the previous year rather than cover learning which has already taken place – this would enable children to make more progress in their learning.</i></p> <p><i>Unified leadership and management of the curriculum, teaching, learning and social development; would mean a consistent approach to the way children are taught including vulnerable pupils and those with special educational needs and disabilities. Parents and Carers are able to develop a longer term relationship with all of those involved in the school, including the Head Teacher and support staff. School SEND policies &amp; procedures are the same throughout the primary years.</i></p>

		<p><i>Assessment of pupils will be consistent and transition from KS1 to KS2 will be much smoother and cause less anxiety for pupils.</i></p> <p><i>Bringing the schools together would help all staff to safeguard the needs of all pupils, facilitate better and more reliable pupil tracking that provides early interventions. Phase specific expertise and resources can be shared across phases so that pupils working outside their own phase can benefit.</i></p> <p><i>Feedback from the consultation suggests that some responders are worried about the amalgamation creating anxiety for students with SEND because of a change in physical space. We will not be making any changes to the physical premises of the school.</i></p>
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**Evidence:**

Profile data of pupils currently attending Squirrels Heath Infant and Squirrels Heath Junior Schools.

The Children and Young People Education Place Planning Plan shows that there is an increase in the number of children in Havering within mainstream Primary and Secondary schools with an EHCP.

The number of Havering children and young people with EHCPs has risen by 53% between 2020 and 2024. The biggest growth has been seen among those whose main area of need is communication and interaction, including autism, and social, emotional and mental health needs.

**Sources used:**

- School Census Data
- School admission arrangements
- Consultation proposal document
- Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028
- The Children and Young People Education Place Planning Plan 2023-2027

**Protected Characteristic – Sex / gender: Consider both men and women**

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p><i>The overall impact is positive for both Males and Females. Both schools are co-educational and the new single primary school will continue as a co-educational school admitting both boys and girls.</i></p>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:**

Profile data of pupils currently attending Squirrels Heath Infant and Squirrels Heath Junior Schools.

All our early years, primary, special and post-16 provision are co-educational. 4 out of the 18 secondary schools in the borough are single sex, (two boys and two girls).

**Sources used:**

- School Census data
- School admission arrangements
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027

**Protected Characteristic – Ethnicity / race / nationalities:** Consider the impact on different minority ethnic groups and nationalities

Please tick (✓) the relevant box:

<b>Positive</b>	<input type="checkbox"/>
<b>Neutral</b>	<input checked="" type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>

**Overall impact:**

*There is no change to school category in the proposal. Both schools 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.*

**Evidence:**

According to the Census 2021, London remains the most ethnically diverse region of England and saw an 8.1% percentage point decrease in people who identified as White British from 44.9% in 2011 to 36.8% in 2021. Havering also followed this trend with a 16.8% percentage point decrease from 83.3% in 2011 to 66.5% in 2021. Havering and Bromley are the least diverse London Boroughs with both having a White British population of 66.5%. This compares with 74.4% for England, but is significantly higher than the 36.8% figure for London.

However, all our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of education provision.

**Sources used:**

- School Census data
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Protected Characteristic – Religion / faith:** Consider people from different religions or beliefs, including those with no religion or belief

Please tick (✓) the relevant box:

<b>Positive</b>	<input type="checkbox"/>
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**Overall impact:**

*The overall impact on people from different religions or beliefs including those with no religion or belief is positive. National legislation*



<b>Neutral</b>	<input checked="" type="checkbox"/>	<i>determines that schools cannot discriminate on religious grounds. Squirrels Heath Infants and Juniors Schools are not faith schools and there is no intended change in this category.</i>
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**  
The diversity across Havering is further demonstrated by the varying school sizes, governance arrangements and the number of voluntary aided schools. In addition, there are a number of Alternative Provision and Independent settings within Havering.

**Sources used:**

- School Roll Projections
- School Census data
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027

<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> <i>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.</i>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**  
81% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation for our CYPEPPP stated that they were heterosexuals. No issues regarding sexual orientation were raised during the consultation.

Sexual orientation is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision. According to the ONS Census 2021, the majority of Havering residents aged 16 and above (91%) identify as straight or heterosexual. In total, 2% identify with one of the LGB+ orientations ("Gay or Lesbian", "Bisexual" or "Other sexual orientation"). 7% of those asked did not answer.

Havering has the lowest proportion of residents aged 16 and over in London who identify as LGB+ orientation.

**Sources used:**

- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

<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
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Please tick (✓) the relevant box:		<b>Overall impact:</b> <i>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.</i>
Positive		
Neutral	✓	
Negative		
<b>Evidence:</b> <p>91% of all respondents who completed the CYPEPPP equality monitoring form identified that their current gender was the same assigned at birth.</p> <p>Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision. According to the ONS Census 2021, the majority of Havering residents aged 16 and above have retained their gender identity as registered at birth. In total, less than 1% identify with gender identity being different from the one registered at birth. Within London, Havering has the 5th lowest proportion of residents aged 16 and over reporting that the gender that they identify with now is different to their sex registered at birth.</p>		
<b>Sources used:</b> <ul style="list-style-type: none"> <li>• Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027</li> <li>• Census 2021</li> </ul>		

<b>Protected Characteristic – Marriage / civil partnership:</b> Consider people in a marriage or civil partnership						
Please tick (✓) the relevant box:		<b>Overall impact:</b> <i>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</i>				
Positive						
Neutral	✓					
Negative						
<b>Evidence:</b> <p>Majority of respondents (62%) who completed the Children and Young People Education Place Planning Plan 2023-2027 equalities monitoring form stated that they were in a marital relationship.</p> <p>No issues regarding marriage/civil partnership were raised during the consultation. Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision</p> <p>For Havering as a whole, we find the following:</p> <p><b>Figure 19: Census 2021 data on legal partnership status for Havering Residents</b></p> <table border="1"> <thead> <tr> <th>Legal Partnership Status</th> <th>% Of Havering Residents</th> </tr> </thead> <tbody> <tr> <td>Never married and never registered a civil partnership</td> <td>36.9</td> </tr> </tbody> </table>			Legal Partnership Status	% Of Havering Residents	Never married and never registered a civil partnership	36.9
Legal Partnership Status	% Of Havering Residents					
Never married and never registered a civil partnership	36.9					

Married or in a registered civil partnership	47.0
Separated, but still legally married or still legally in a civil partnership	1.9
Divorced or civil partnership dissolved	7.8
Widowed or surviving civil partnership partner	6.4

**Sources used:**

- Consultation survey report on the draft the Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

<b>Protected Characteristic - Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are taking maternity or paternity leave	
Please tick (✓) the relevant box:	
<b>Positive</b>	<input type="checkbox"/>
<b>Neutral</b>	<input checked="" type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<p><b>Overall impact:</b>  <i>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.</i></p>	
<p><b>Evidence:</b>            2% of the surveyed the Children and Young People Education Place Planning Plan 2023-2027 participants were either pregnant or have given birth in the last 26 weeks. No issues regarding pregnancy, undertaking maternity or paternity leave were raised during the consultation.</p> <p>Being pregnant or undertaking maternity/ paternity leave is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.</p>	
<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Consultation survey report on the draft the Children and Young People Education Place Planning Plan 2023-2027</li> </ul>	

<b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds	
Please tick (✓) the relevant box:	
<b>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<p><b>Overall impact:</b>  <i>The overall impact on those who are from low income or financially excluded backgrounds is positive.</i></p> <p><i>An increase in school admissions across the Borough may also have a 'knock-on effect' on other budgets such as free school meals, home to school transport and the demand for alternative provision and support services. Any pressures arising will be addressed through the</i></p>	

		<p><i>appropriate channels as the needs arise.</i></p> <p><i>School budgets are largely based on pupil numbers. Squirrels Heath Infant and Squirrels Heath Junior Schools currently receive lump sum funding as separate schools. Should the amalgamation proceed, the new 'all-through' primary school would eventually receive one lump sum. Funding protection would be applied to enable the school to achieve the economies of scale from being one larger primary school.</i></p> <p><i>Assuming this is agreed and the proposal took effect from 1 September 2025, the following funding protection would be applied.</i></p> <ul style="list-style-type: none"> <li><i>• In the 2025/26 financial year the newly amalgamated school would receive 100% of the two lump sums.</i></li> <li><i>• In the 2026/27 financial year the school would receive 85% of the two lump sums.</i></li> <li><i>• In the 2027/28 financial year the school would receive 70% of the two lump sums.</i></li> <li><i>• In the 2028/29 financial year the school would receive one lump sum.</i></li> </ul> <p><i>The amalgamation of the two schools would lead to one larger budget across a single school and lead to cost savings in certain areas.</i></p> <p><i>Feedback from the consultation suggests that some responders are concerned about the reduction in funding over time. School budgets are dependent on a number of factors, of which pupil numbers and characteristics are the key drivers in respect of the funding calculation.</i></p>
<p><b>Evidence:</b></p> <p>Social mobility remains a serious issue and the changes in Havering's population has historically been influenced by increased births, housing developments and economic migration. The Council's provision of school places, and, in particular, SEND places for which there is a growing demand, must also respond to meet the changing needs of residents.</p> <p>The Joseph Roundtree Foundation report on 'Special educational needs and their link to poverty' explores the links between SEND and poverty. The report shows that poverty is both a cause and an effect of SEND.</p> <p>Therefore, supporting all phases of our education provision to develop a strong strategy and increasing access to only good/outstanding provision will ensure that all children have the best possible start in life, which will enable them achieve and reach their full potential.</p> <p>Access to adequate, affordable and high quality childcare (preschool and school age) provision can play a key role in children's development. Where it enables increased parental employment rates of low income households, it may also help to reduce income inequalities.</p> <p>Over 7,000 children are estimated to be living in poverty in Havering. However, Havering is among the London boroughs with the lowest proportion of children living in poverty (16%). This rate is also significantly lower than the England average (17%). Within</p>		

Havering [analysis shows] a high proportion of children living in poverty are located in the North and South in areas considered as relatively more deprived.

Growing up in poverty damages children's health and well-being, adversely affecting their future health and life chances as adults. Ensuring a good environment in childhood, especially early childhood, is important. A considerable body of evidence links adverse childhood circumstances to poor child health outcomes and future adult ill health.

**Sources used:**

- Joseph Roundtree Foundation – ‘Special educational needs and their link to poverty’
- Havering Demographic Profile Joint Strategic Needs Assessment 2023-2024
- Consultation proposal document

**Health & Wellbeing Impact:**

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 tick (✓) all the relevant boxes that apply:*

**Positive**



**Neutral**



**Negative**



**Overall impact:**

*The overall impact on health and wellbeing is positive. The proposed benefits are:*

- *Assessment of pupils will be consistent and transition from KS1 to KS2 will be much smoother and cause less anxiety for pupils.*
- *Bringing the schools together would help all staff to safeguard the needs of all pupils, facilitate better and more reliable pupil tracking that provides early interventions.*

*Aside from the many benefits accessing a good education can have on the whole child there is also a wider positive impact on the community; socially (through the use of external groups using/ hiring school facilities and community outreach programmes), economically (by providing job opportunities) and through providing access to services/ facilities/ amenities.*

*Feedback from the consultation suggests that some responders are concerned that the amalgamation will result in overcrowding and a shortage of facilities. There are no plans to change the physical space.*

**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box

Yes



No



**Evidence:**

Havering Children's Services vision is clear: we are here to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other.

**Sources used:**

- The Children and Young People Education Place Planning Plan 2023-2027
- Consultation proposal document

### 3. Health & Wellbeing Screening 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 checked="" type="checkbox"/>	Personal circumstances YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input checked="" 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 checked="" type="checkbox"/> Parenting <input checked="" type="checkbox"/> Childhood development <input checked="" type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input checked="" type="checkbox"/> Employment status <input checked="" type="checkbox"/> Working conditions <input checked="" type="checkbox"/> Level of income, including benefits <input checked="" type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input checked="" type="checkbox"/> Educational attainment <input checked="" 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 checked="" type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Social contact <input checked="" type="checkbox"/> Social support <input checked="" type="checkbox"/> Neighbourliness <input checked="" type="checkbox"/> Participation in the community <input checked="" 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 checked="" type="checkbox"/> Creation of wealth <input checked="" type="checkbox"/> Distribution of wealth <input 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 checked="" type="checkbox"/> Availability of employment opportunities <input checked="" type="checkbox"/> Quality of employment opportunities <input checked="" type="checkbox"/> Availability of education opportunities <input checked="" type="checkbox"/> Quality of education opportunities <input checked="" 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

## 4. Outcome of the Assessment

The EHIA 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:

✓	<p>1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EHIA.</p> <p>2. The EHIA identified <b><u>no significant concerns</u></b> OR the identified <b><u>negative concerns</u></b> have already been <b><u>addressed</u></b></p>		<b>Proceed with implementation of your activity</b>
	<p>3. The EHIA identified some <b><u>negative impact</u></b> which still needs <b><u>to be addressed</u></b></p>		<b>COMPLETE SECTION 5:</b> <b>Complete action plan</b> with measures to mitigate the and finalise the EHIA
	<p>4. The EHIA identified some <b><u>major concerns</u></b> and showed that it is <b><u>impossible to diminish negative impacts</u></b> from the activity to an acceptable or even lawful level</p>		<b>Stop and remove</b> the activity or <b>revise</b> the activity <b>thoroughly</b> . <b>Complete an EHIA on the revised proposal.</b>



## 5. Action Plan

The real value of completing an EHIA comes from 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 mitigate or reduce any **negative** equality and/or health & wellbeing impacts, identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; if required, will amend the scope and direction of the change; 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
Age	Positive	<p>The Governing Body of Squirrels Heath Infant School would cease to exist with effect from 31 August 2025. The existing Governing Body of Squirrels Heath Junior School would become the Governing Body of the primary school.</p> <p>The Local Authority would encourage Squirrels Heath Junior School Governing Body to consider all opportunities whereby Governors of the infant school could join the primary school Governing</p>	Any individual proposals arising from the consultation/ feedback will be taken into consideration before any decisions are made.	September 2025	Pooneeta Mahadeo

		Body. This could be through reconstitution, not filling current vacancies, or appointment of Associate Members.			
<b>Age, Socio-economic status</b>	Negative	<p>Staff are worried about Job Losses/ redundancies/ restructures.</p> <p>Staff are also worried about job roles changing, being expected to teach in different key stages that they haven't chosen to.</p>	<p>We understand the concerns that staff may have regarding the amalgamation process, especially given past experiences at other schools. Our priority is to ensure that this transition is as smooth as possible for all staff members. We are committed to fostering a positive working environment and providing ample support and resources to address any challenges that may arise. Open communication and engagement with staff will be key to navigating this process successfully.</p> <p>Teachers currently in the Infants school will continue to teach infant classes in the primary school. They won't be forced to teach Key Stage 2 if they do not want to. However there will be</p>	September 2026	Pooneeta Mahadeo

			development opportunities in the primary school for those who want to upskill themselves to be able to teach both key stages.		
<b>Disability</b>	Positive	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.	Bringing continuity of learning, consistency and an accurate measure of each child's progress. School SEND policies & procedures will be the same throughout the primary years.	2025-26	Marcus Bennett
<b>Socio-economic status</b>	Positive	<p>School budgets are largely based on pupil numbers. Squirrels Heath Infant and Squirrels Heath Junior Schools currently receive lump sum funding as separate schools. Should the amalgamation proceed, the new 'all-through' primary school would eventually receive one lump sum. Funding protection would be applied to enable the school to achieve the economies of scale from being one larger primary school.</p> <p>Assuming this is agreed and the proposal took effect from 1 September</p>	Funding Protection	2025-29	Pooneeta Mahadeo

		<p>2025, the following funding protection would be applied.</p> <ul style="list-style-type: none"> <li>• In the 2025/26 financial year the newly amalgamated school would receive 100% of the two lump sums.</li> <li>• In the 2026/27 financial year the school would receive 85% of the two lump sums.</li> <li>• In the 2027/28 financial year the school would receive 70% of the two lump sums.</li> <li>• In the 2028/29 financial year the school would receive one lump sum.</li> </ul>			
<b>Health and Wellbeing, Disability</b>	Positive	<p>Feedback from the consultation suggests that some responders are worried about the amalgamation creating anxiety for students with SEND because of a change in physical space.</p>	<p>We will not be making any changes to the physical premises of the school. The ongoing communication will be clear regarding this.</p>		Pooneeta Mahadeo
<b>Age</b>	Positive	<p>Feedback from the consultation suggest some responders are concerned the amalgamation would mean combining both key stages in one school could</p>	<p>Children will still follow the Key Stage 1 and Key Stage 2 curriculum. Teachers would remain in their respective posts which would not dilute the</p>		Pooneeta Mahadeo

		<p>dilute the specialised attention and resources needed for each age group, potentially resulting in a less tailored educational experience.</p>	<p>specialised attention and resources needed for each age group.</p> <p>Communication to responders is clear that the amalgamation is an opportunity for the whole staff to work together collaboratively to create a joint ethos and for the staff to take the best out of both schools and work on a strong vision that would enable a greater consistency for all pupils.</p>		
<b>Age</b>	Positive	<p>Some responders to the consultation are concerned that the standards of either school will drop due to the amalgamation.</p>	<p>The amalgamation will involve staff through a structured approach that encourages participation and input from all levels. Regular staff meetings will be organised to gather and integrate ideas, ensuring that the new ethos is a product of collective effort rather than imposition. Additionally, working groups comprising representatives from both schools will be established to address specific aspects of the transition, ensuring that</p>		Pooneeta Mahadeo

			practices and values from both settings are respected and incorporated into the new framework.		
<b>Socio-economic Status</b>	Positive	Some responders are concerned about the funding protection adjustments and the reduction in funding over time.	We need to be clear in our communication that School budgets are dependent on a number of factors, of which pupil numbers and characteristics are the key drivers in respect of the funding calculation.		Pooneeta Mahadeo
<b>Socio-economic Status</b>	Positive	Some responders are concerned that the wrap around care and breakfast clubs for either schools will change times.	This is something that the Governing Body of the primary school will need to look at. If demand is for longer hours, then, the provision would need to be for longer hours.		Headteacher

**Add further rows as necessary**

\* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts.

\*\* Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## 6. Review

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

**Review:**

Annually

**Scheduled date of review:** February 2026

**Lead Officer conducting the review:** Pooneeta Mahadeo, School Organisation Manager, Starting Well.

*\*Expand box as required*

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