

Full Equalities Analysis Assessment

1. Proposal Summary Information

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| EAA Title | Publication of Statutory Proposals for all through education provision of Berrymede Infants and Berrymede Junior schools |
| Please describe your proposal? | Scheme: Amalgamation through the closure of one school and extending the age range of the other school. |
| Is it HR Related? | Yes <input type="checkbox"/> |
| Corporate Purpose | Cabinet Report Decision |

1. What is the ~~Initiative/Function/Policy/Project/Scheme~~ (pick one) looking to achieve? Who will be affected?

The scheme under consideration is for Berrymede Infants and Berrymede Junior schools to amalgamate and become an all through primary on the schools' present sites.

Consultations with staff, parents, children and the local community will be held in the autumn 2021 term. The scheme is supported by both Governing Bodies.

This EAA accompanies a report to the 8th December 2021 Cabinet. Cabinet is asked to give authority to proceed with publishing Statutory Proposals for the closure of one school and extended the age range of the other to cover the primary phase..

The key stakeholders include parents of current pupils at the school, parents of future pupils at the school, and local residents will be affected, so potentially all of the protected groups will be affected.

2. What will the impact of your proposal be?

The proposed amalgamation would be achieved through the closure of one school and by extending the age range of the other to 4 – 11 years. The closure of one school is only a means to achieve the amalgamation.

2. Impact on Groups having a Protected Characteristic

AGE: *A person of a particular age or being within an age group.*

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| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on persons due to their age has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on age so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| The proposal is anticipated to have a neutral effect. |

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| DISABILITY: <i>A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities¹.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on persons due to their disability has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on disability so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| The proposal is anticipated to have a neutral effect. |

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| GENDER REASSIGNMENT: <i>This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on persons due to gender reassignment has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory |

¹ Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

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| legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on gender reassignment so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| RACE: <i>A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on persons due to their race has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on race so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| RELIGION & BELIEF: <i>Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on religion and belief has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory |

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| legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on religion or belief so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| SEX: <i>Someone being a man or a woman.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No negative effect on persons due to their sex has been identified. The schools are mixed community-based schools and admit children on admissions criteria fully compliant with admissions code. All current policies and practices (in both schools) conform to statutory legislation and meet the requirements of national/local and equalities objectives as such they do not discriminate based on sex so the impact is considered neutral. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| SEXUAL ORIENTATION: <i>A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No differential impact on people based on sexual orientation, so neutral impact identified. |

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| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| PREGNANCY & MATERNITY: <i>Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |
| No differential impact on people based on pregnancy and maternity, so neutral impact identified. |
| Alternatives and mitigating actions which have been considered in order to reduce negative effect: |
| Describe the Mitigating Action |
| This proposal has a neutral effect. |

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| MARRIAGE & CIVIL PARTNERSHIP: <i>Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.</i> |
| State whether the impact is positive, negative, a combination of both, or neutral: |
| Describe the Impact |

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No differential impact on people based on marriage and civil partnership so neutral impact identified.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

This proposal has a neutral effect.

3. Human Rights²

4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?

Yes No

4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?

Yes No

4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?

Yes No

(If yes, please describe the effect and any mitigating action you have considered.)

4. Conclusion

The information shows that there is no negative impact identified. The main driver for this proposal is to bring about greater benefit to all staff, children and parents as one all through provision.

As part of the process opportunities for any concerns or issues to be raised will be offered so that these can be considered prior to a formal proposal being submitted for consideration.

The Council's Schools' HR team will provide support to both schools.

² For further guidance please refer to the Human Rights & URNC Guidance on the Council Equalities [web page](#).

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4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.

Information summarized in the Cabinet report.

DfE statutory

Available at <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Legislation

- Ealing's Equality Assessment Process
- Guidance for Human Rights and Equality Effect Assessments
- Summary of the UN Convention on the Rights of the Child and Tights of Persons with Disabilities

(All above at http://inside.ealing.gov.uk/downloads/download/89/equalities_templates)

5. Action Planning: *(What are the next steps for the proposal please list i.e. what it comes into effect, when migrating actions³ will take place, how you will measure impact etc.)*

| Action | Outcomes | Success Measures | Timescales/ Milestones | Lead Officer <i>(Contact Details)</i> |
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Additional Comments:

No mitigating actions to be taken.

³ Linked to the protected characteristics above

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6. Sign off: (All EAA's must be signed off once completed)

| Completing Officer Sign Off: | Service Director Sign Off: | HR related proposal (Signed off by directorate HR officer) |
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| Signed:  Name (Block Capitals): L M FIELD Date: | Signed:  Name (Block Capitals): T QUINN Date: 23/11/2021 | Signed: Name (Block Capitals): Date: |

For EA's relating to Cabinet decisions: received by Committee Section for publication by (date):

Appendix 1: Legal obligations under Section 149 of the Equality Act 2010:

- As a public authority we must have due regard to the need to:
 - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP

- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
 - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.
 - c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.

- Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.

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