

## **Equality Analysis Report**

<b>Title of activity / Budget Proposal title and number</b> School Structural Change	<b>Committee meeting (decision maker) and date</b> Executive January 20 <sup>th</sup> 2016
<b>Service area</b> Children's Services	<b>Lead officer</b> Fran Cox
<b>Approved by</b> Colin Foster	<b>Date of approval</b>
<b>Description of activity:</b>  Bedford Borough are proposing that the future organisation of schools in Bedford Borough, we are proposing - in general - that: <ul style="list-style-type: none"><li>• Lower schools become primary schools for pupils aged 4-11 years</li><li>• Upper schools become secondary schools for pupils aged 11-18 years</li><li>• Middle schools either become primary schools, secondary schools or work with the local lower school to offer a single primary school option for that community.</li><li>• It is proposed that in July 2019 both Year7 and Year 8 pupils from middle schools converting to primary schools, transfer to secondary school in Year 8 and Year 9 respectively.</li></ul> <ul style="list-style-type: none"><li>• The school structural change considers a change of Council policy from three tier school organisation to a two tier model.</li><li>• The Council seeks to consult on the above change and, if there is a positive outcome to the consultation, the Council will support schools across Bedford Borough to convert to either a Primary or Secondary school.</li><li>• The change is considered necessary in order to provide clarity for parents and a coherent education system that is in line with most other local authorities in the UK.</li><li>• Should the proposal for change be adopted, the success of the project will be measured against the Council's approach to supporting schools to convert by Sept 2017.</li></ul>	

**Please refer to the Equality Analysis Template Notes for guidance on completing this form.**

## **Relevance Test**

1. The outcomes of the activity directly and significantly impact on people, e.g. service users, employees, voluntary and community sector groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2. The activity could / does affect one or more protected equality groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
3. The activity could / does affect protected equality groups differently.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
4. One or more protected equality groups could be disadvantaged, adversely affected or are at risk of discrimination as a result of the activity.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. The activity relates to an area where there are known inequalities.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
6. The activity sets out proposals for significant changes to services, policies etc. and / or significantly affects how services are delivered.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
7. The activity relates to one or more of the three aims of the Council's equality duty.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
8. The activity relates to the Council's Corporate Plan objectives, is a significant activity and / or presents a high risk to the Council's public reputation.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
9. An equality analysis of this activity is required.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
This activity has no relevance to Bedford Borough Council's duty to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations. An equality analysis is not needed.				<input type="checkbox"/>
<b>Explanation why equality analysis is not needed</b>				

## **Scope of equality analysis**

<b>Who is / will be impacted by the activity's aims and outcomes?</b>	All children attending a school in Bedford Borough who wishes to convert to a Primary or Secondary schools will be impacted by the proposed change.
<b>Which particular protected equality groups are likely / will be affected?</b>	<p>The following protected equality groups may potentially be affected during the transition of the school structure changes:</p> <ul style="list-style-type: none"> <li>○ learners with Autism and other disabilities</li> <li>○ learners with English as an additional language</li> </ul>

	<ul style="list-style-type: none"> <li>○ learners with parents with disabilities including D/deaf</li> <li>○ learners with Physical access issues</li> </ul>
--	--

### **Evidence, data, information and consultation**

<b>What evidence have you used to analyse the effects on equality?</b>	<ul style="list-style-type: none"> <li>○ break down of school aged children in Bedford Borough by protected equality groups (see appendix A)</li> <li>○ any equality issues that arise from the consultation</li> <li>○ consultation with design and build teams</li> </ul>
<b>What consultation did you carry out with protected equality groups to identify your activity's effect on equality?</b>	<p>Public consultation was carried out by the Council on the overall changes to schools in Bedford Borough in order to offer strategic leadership to the structural changes,</p> <p>Discussion with SEND service, Educational Psychology service, SI service, headteachers.</p>
<b>What does this evidence tell you about the different protected groups?</b>	<ul style="list-style-type: none"> <li>○ <b>learners with Autism and other disabilities</b> change of any sort can be a source of anxiety for learners with autistic spectrum condition. Children in the current (2015) year 4 cohort will have to make 2 school changes within 3 years if their Middle school is becoming a Primary.</li> <li>○ <b>learners with English as an additional language</b> A limited understanding of English may lead to uncertainty around change proposals</li> <li>○ <b>learners with parents with disabilities including D/deaf</b> Individuals with additional needs may not initial understand the change proposal and may not be able to express their views without support.</li> <li>○ <b>learners with Physical access issues</b> with new buildings will bring accessibility issues that will need to be taken into consideration</li> </ul>
<b>What further research or data do you need to fill any gaps in your understanding of the potential or known effects of the activity?</b>	none

## **General Equality Duty**

<b>Which parts of the general equality duty is the activity relevant to?</b>			
	Eliminate discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
Age		<b>x</b>	
Disability	<b>x</b>	<b>x</b>	
Gender reassignment			
Pregnancy and maternity			
Race			
Religion or belief			
Sex			
Sexual orientation			
Marriage & civil partnership			

### Impact on equality groups

Based on the evidence presented what positive and negative impact will your activity have on equality?				
	Positive impact	Negative impact	No impact	Explanation
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is felt that transitioning once at aged 11 will be a positive change from the current two transitions at 9 and 13.
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-ve Without careful management, a change in the current transition process will negatively impact on pupils and parents with a disability.  +ve – pupils with SEND will be able to stay within a setting for a longer period of time, only having to make one transition.
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Other relevant groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Commissioned services

<b>What equality measures will be included in Contracts to help meet the three aims of the general equality duty?</b>	Contracts with design and build teams will include the need to ensure accessible solutions for individuals with a disability.
<b>What steps will be taken throughout the commissioning cycle to meet the different needs of protected equality groups?</b>	Programme for change will be well planned ahead with each individual school given adequate notice of any building work/change timescale to ensure they have the opportunity to prepare.

## Actions

	What will be done?	By who?	By when?	What will be the outcome?
<b>Actions to lessen negative impact</b>	<b>learners with Autism and other disabilities</b> change will be well planned and accounting for the change will be built into the support plan for the individual. (visits to new school sites, lots of prep relating to transition)	School supported by LA	Throughout project	Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.
	<b>learners with English as an additional language</b> EAL support given to pupils to help them understand the plans and changes affecting their school and also to support the transition.	School supported by LA	Throughout project	Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.

	<p><b>learners with parents with disabilities including D/deaf</b> consultation and outcome documentation as well as all information relating to the proposed changes will be offered in appropriate formats to meet the needs of those with English as an additional language. Support will also be offered by the schools to understand what the plans are in the local context.</p> <p><b>learners with Physical access issues</b> accessibility will be a paramount consideration for all new accommodation.</p>	Design and Build Team / LA	Design phase	<p>Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.</p> <p>Learners will have access to all aspects of the curriculum.</p>
<b>Actions to develop equality evidence, information and data</b>	Consideration of the General Equality Duty as a standing item of the project board governing and overseeing the delivery of the project.	Project Board	Throughout project	Regard for the need to consider protected equality groups throughout the project
<b>Actions to improve equality in procurement / commissioning</b>	N/A			
<b>Other relevant actions</b>				

### Recommendation

No major change required	<input checked="" type="checkbox"/>	
--------------------------	-------------------------------------	--

<b>Adjustments required</b>	<input type="checkbox"/>	
<b>Justification to continue the activity</b>	<input type="checkbox"/>	
<b>Stop the activity</b>	<input type="checkbox"/>	

### **Summary of analysis**

In preparing this report, due consideration has been given to the Borough Council's statutory Equality Duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations, as set out in Section 149(1) of the Equality Act 2010.

The activity has the capacity to negatively impact on pupils and parents who have a disability or have English as an additional language. However actions are easily implemented to ensure these groups are protected and positively impacted on throughout the process.

### **Monitoring and review**

<b>Monitoring and review</b>	<b>Review date</b>
By Project Board	<b>Sept 2016</b>



