

Appendix 4

## Equality Impact Assessment / Equality Analysis

<b>Title of service or policy</b>	Determination of the Statutory Notice to Alter the Lower Age Limit at Camerton Church School
<b>Name of directorate and service</b>	People and Communities Schools Capital and Organisation Team
<b>Name and role of officers completing the EIA</b>	Helen Hoynes, School Organisation Manager
<b>Date of assessment</b>	6 August 2012

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

<b>1. Identify the aims of the policy or service and how it is implemented.</b>		
	<b>Key questions</b>	<b>Answers / Notes</b>
<b>1.1</b>	Briefly describe purpose of the service/policy including <ul style="list-style-type: none"> <li>● How the service/policy is delivered and by whom</li> <li>● If responsibility for its implementation is shared with other departments or organisations</li> <li>● Intended outcomes</li> </ul>	<p>The Governing Body of Camerton Church School voluntary controlled primary school is proposing to alter the lower age limit of the school from age 4 to age 3 by the addition of Early Years provision that would be run by the school and the Local Authority is required to determine the statutory notice.</p> <p>Delivered by Camerton Church School</p> <p>Camerton Church School Governing Body are responsible for implementation.</p> <p>To ensure the continued provision of good quality Early Years provision for families living in the local Camerton community and to increase Reception numbers at the school in order to contribute to the viability of the school.</p>
<b>1.2</b>	Provide brief details of the scope of the policy	

	<p>or service being reviewed, for example:</p> <ul style="list-style-type: none"> <li>● Is it a new service/policy or review of an existing one?</li> <li>● Is it a national requirement?).</li> <li>● How much room for review is there?</li> </ul>	<p>The pre-school provision already exists but is currently run by a separate management committee. The proposal is for the provision to be run by the school as part of the school.</p> <p>It is a national requirement for Local Authorities to ensure that there is sufficient Early Years provision for families living in their area.</p> <p>Unknown as the service will be provided at a Voluntary Controlled school with the responsibility for delivery resting with the Governing Body.</p>
<b>1.3</b>	Do the aims of this policy link to or conflict with any other policies of the Council?	<p>The Early Years team has a remit to ensure the provision of sufficient good quality Early Years provision within the Authority to meet demand for 3 and 4 year old children to access their Early Years Entitlement.</p> <p>The Council has a statutory duty to provide sufficient school places to meet demand. Falling pupil numbers at the school in the past has meant that a spare classroom could be leased to the pre-school provider. If school age pupil numbers at the school were to increase significantly in the future, additional classroom space might be required to accommodate school children once again.</p>

## 2. Consideration of available data, research and information

Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:

- **Demographic** data and other statistics, including census findings
- Recent **research** findings (local and national)
- Results from **consultation or engagement** you have undertaken
- Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age)
- Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations

- Analysis of records of enquiries about your service, or **complaints** or **compliments** about them
- Recommendations of **external inspections** or audit reports

	<b>Key questions</b>	<b>Data, research and information that you can refer to</b>
<b>2.1</b>	What is the equalities profile of the team delivering the service/policy?	Unknown - delivered by the staff and Governing Body of Camerton Church School
<b>2.2</b>	What equalities training have staff received?	Unknown
<b>2.3</b>	What is the equalities profile of service users?	May 2012 School Census: age, gender, Special Educational Needs, eligibility for free school meals. Indices of Multiple Deprivation by Super Output Area (SOA). January 2012 School Census: ethnicity
<b>2.4</b>	What other data do you have in terms of service users or staff? (e.g. results of customer satisfaction surveys, consultation findings). Are there any gaps?	None.
<b>2.5</b>	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	<p>The school posted copies of the consultation document to consultees and also emailed information to consultees. The school held a public meeting for parents at the school and the pre-school. The school also placed information on the consultation on its website. All staff and governors at the school, the pre-school staff and management committee, families of pupils at the school, families of pupils at the pre-school, the Church of England Diocese, the local MP, the local parish council, other local schools, other local pre-schools, ward councillors, the Local Authority and the local community Stay and Play group and local childminders were consulted. The consultation document contained details of how people could respond to the consultation.</p> <p>The school sent the consultation document and the statutory notice to Trade Union representatives representing staff at the school and asked them to send their comments to the Local Authority, should</p>

		they have any.  The statutory notice was published in a local newspaper serving the area, posted at five public locations in the village and at the two school entrances, outlining the proposal and explaining how interested parties could comment on the proposal. There were no objections to the proposal.	
<b>2.6</b>	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	None planned.	
<b>3. Assessment of impact: 'Equality analysis'</b>			
	Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy: <ul style="list-style-type: none"> <li>• Meets any particular needs of equalities groups or helps promote equality in some way.</li> <li>• Could have a negative or adverse impact for any of the equalities groups</li> </ul>		
		<b>Examples of what the service has done to promote equality</b>	
		<b>Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this</b>	
<b>3.1</b>	<b>Gender</b> – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	NA	None
<b>3.2</b>	<b>Transgender</b> – identify the impact/potential impact of the policy on transgender people	NA	None
<b>3.3</b>	<b>Disability</b> - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments)	According to the May 2012 School Census, the average percentage of pupils with Special Educational	The provision will continue to be inclusive when it is run by the school and children with disabilities and

	including both physical and mental impairments)	Needs in all mainstream primary schools in the LA is approx. 18.4%. At Camerton Church School it is 18.2%, indicating an average number of pupils with special needs, either stated or non-stated.	SEN will be able to access the provision.
3.4	<b>Age</b> – identify the impact/potential impact of the policy on different age groups	The provision will ensure that good quality provision for Early Years age children is continued on this site for this community.	If the school run the provision, access to good quality provision for pre-school age children living in the local community and nearby will be secured.
3.5	<b>Race</b> – identify the impact/potential impact on different black and minority ethnic groups	According to the January 2012 School Census the average percentage of pupils who are white British in all mainstream primary schools in the LA is approx. 85.9%. At Camerton Church School it is 100%, indicating a lower than average ethnic diversity.	None
3.6	<b>Sexual orientation</b> - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	NA	None
3.7	<b>Religion/belief</b> – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	The Early Years provision will be provided by a Voluntary Controlled Church of England school however religion is not a factor or a requirement for entry into the Early Years provision or the school.	The provision will admit children of all religions and beliefs and those with no religious beliefs.
3.8	<b>Socio-economically disadvantaged</b> – identify the impact on people who are disadvantaged due to factors like family background,	According to the May 2012 School Census the average eligibility for free school meals in all mainstream	None

	<p>educational attainment, neighbourhood, employment status can influence life chances</p>	<p>primary schools in the LA is approx. 11.0%. At Camerton Church School it is 50%, indicating a higher than average level of socio-economic disadvantage.</p> <p>Access to good quality Early Years provision provided by the school is likely to lead to enhanced life chances and improved educational outcomes for children who are socio-economically disadvantaged. Local provision is also needed as families living in this area do not necessarily have the ability to travel out of the local area to access provision further away, via their own or public transport. The SOA that includes Camerton is within the top third as measured by Indices of Multiple Deprivation.</p>	
<p><b>3.9</b></p>	<p><b>Rural communities</b> – identify the impact / potential impact on people living in rural communities</p>	<p>The provision meets a specific need for local families living in this more isolated rural community who would otherwise have to travel further away to access Early Years provision and who would not necessarily be able to do so unless they have access to a car. There is no other provision for local residents within walking and/or pram-pushing distance.</p>	<p>If there was no Early Years provision in Camerton, families living in this more rural area could be disadvantaged as there are few places available in neighbouring pre-schools and local families would require transport in order to reach them.</p>

#### 4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
None	None	NA	NA	NA

#### 5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

**Signed off by:** Tony Parker  
**Date:** 16th August 2012

(Divisional Director or nominated senior officer)