



## Equality Impact Assessment – Proposed Expansion of St James’ CE Junior School

Directorate	Children’s Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	Caroline Sutton
Service EIA or Proposal	Proposal to expand St James’ CE Junior School

### Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible expansion of St James’ CE Junior School. This would be achieved through increasing the capacity of the school from 180 to 240.
Summary of findings	The expansion of the school could have a potential effect on children’s education from the school. These issues could be reduced through the actions proposed below. Should further issues be identified through the consultation process then they could be addressed appropriately and added to this assessment.
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	Children’s Services directorate and the surrounding communities of St James’ CE Junior School and abutting catchment area schools and their respective communities.

## Phase I: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
1. Impact of school expansion.	Any change to a school can impact on the quality of education. Offsetting this is the access to a wider educational experience and enhanced continuity of education.
2. Community wishes and requirements.	The governing body of the school, supported by the Diocese of Carlisle, approached Cumbria County Council expressing a wish to consult on possible expansion. The potential expansion is aimed at having sufficient places to serve the local community in the future.
3. Staffing at the school and redeployment opportunities.	Expanding the schools could result in a need for more staff, and other staff may be affected. The County Council's HR team are available to provide support to the school throughout the process.

## Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

**All/general:** Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in numbers resulting from expansion.	Improves parental choice.  Reduces need to travel long distances/times.  Improves ability of parents to interact with school in their own community.  Increase in pupil numbers will increase	Any change to a school can impact on the quality of education.	Full consultation on the expansion proposal has taken place.  A range of ways for responding to the consultation was provided.

	associated funding.		Support to the school to be provided by the General Adviser.
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**Disability and health and wellbeing:** All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on pupils with special needs. (The school is not a strategically resourced school)	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.	In St James' Juniors CE School 26.9% of children have Special Educational Needs (SEN).	The policy is that funding for children with special needs follows the child.

#### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Potential redundancy/ displacement	There are no planned changes to the current staffing levels, as the school is proposing to expand the number of pupils.	No negative impacts have been identified.	Work will be undertaken to support the governing body and staff of the school during the transition period.

**Ethnicity:** All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on ethnic groups	No impacts have been identified. From the January School Census 2012, in St James' CE Junior School 93.7% pupils were white British and 6.3% Black or Minority Ethnicity (BME).	No negative impacts have been identified	None

Impact on English as an additional language	No impacts have been identified. From the January School Census 2012, St James' CE Junior School has 3.8% of pupils have English as an additional language (EAL).	No negative impacts have been identified	
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**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None		No negative impacts have been identified	None

**Age:** Where a person is at risk of unfair treatment because of their age group

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None		No negative impacts have been identified	None

**Religion/belief:** all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Religious nature of schools	No negative impacts have been identified. St James' Junior is a Church of England school. There is also a Roman Catholic and a community school in Barrow.	No negative impacts have been identified	Options are available to parents under parental choice arrangements.

**Socio-Economic Status:** This can include people on low incomes, as well as issues around rural and urban deprivation

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in places in primary schools.	Will help to ensure that sufficient primary school places are provided. Thereby reducing the possibility that children will have to travel to schools further afield. This potentially mitigates against cost/access issues that some	Any change to a school can impact on the quality of education.	Implementation of expansion proposal.

	parents on low incomes may face.		
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**Community Cohesion:** This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Community effects.	Will provide school places within the local community.	No negative impacts have been identified	Implementation of expansion proposal.

### Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
Consultation process	Make as fair and accessible as possible.	GB of school	Ongoing		Consultation process was completed in a fair and accessible way. There was no new information from the consultation process. GB to continue to seek to mitigate any negative impacts which may arise.
	Take into account any new information arising during the consultation process and seek to mitigate any negative impacts.	GB of school	Ongoing		
Support to the schools to be provided by the General Adviser.	GA to work with school.	GA of school.	Ongoing		
SEN provision & funding	Ensure that funding for children with special needs follows the child.	Helen Hamilton	Ongoing	Officer time	

Religious nature of schools	Ensure all local schools, parents & community are involved in consultation.	GB of school	Ongoing		Surrounding schools and stakeholders were consulted during the consultation period.
Work with the school to identify issues. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment.	HR Team to work with school during transition and where possible redeploy staff.	HR	Ongoing	Officer time	As this is an expansion there has been no indication that there will be the need for staff to seek alternative employment.
Provision of primary education	Support to the school to be provided by Cumbria Council Finance team.	Helen Hamilton	Ongoing	Officer time	

### Documents appended to the Equality Impact Assessment:

#### Quality Assurance and EIA completion

<b>Date completed</b>	December 2012
<b>Lead officer</b>	Andy Smart
<b>EIA taken through Directorate Equality Group/or DMT</b>	
<b>Have staff been involved in developing the EIA?</b>	Indirect discussions
<b>Have community organisations been involved?</b>	No
<b>Date of latest update of EIA</b>	<b>13 March 2013</b>