

Appendix 13 - Equality Impact Assessment - Proposed Closure of Arreton CE Primary School

Before reading the Equality Impact Assessment, decision-makers should take the time to read and consider the following from the Council's Public Sector Equality Duty, United Nations Convention on the Rights of Persons with Disabilities and the United Nations Convention on the Rights of the Child.

1. Section 149, which sets out the Council's Public Sector Equality Duty (PSED), provides:

"149 Public Sector Equality Duty

(1) A public authority must, in the exercise of its functions, 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.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to -

- a) remove or minimise 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 protected characteristic that are different from the needs of 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.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are —

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

(8) A reference to conduct that is prohibited by or under this Act includes a reference to —

- a) a breach of an equality clause or rule;
- b) a breach of a non-discrimination rule."

2. In relation to disability, the Council must ensure that it acts in accordance with section 29 of the Equality Act 2010, which provides:

"(6) A person must not, in the exercise of a public function that is not the provision of a service to the public or a section of the public, do anything that constitutes discrimination, harassment or victimisation.

(7) A duty to make reasonable adjustments applies to —

- (b) a person who exercises a public function that is not the provision of a service to the public or a section of the public."

3. In relation to disability, the Council's decision makers should bear in mind need to have drawn to their attention the relevant parts of the United Nations Convention on the Rights of Persons with Disabilities, which refer to:

(1) Promoting, protecting and ensuring the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and promoting respect for their inherent dignity (Article 1).

(2) (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; (b) Non-discrimination; (c) Full and effective participation and inclusion in society; (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (e) Equality of opportunity; (f) Accessibility; (g) Equality between men and women; (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. (Article 3)

(3) In order to promote equality and eliminate discrimination, taking all appropriate steps to ensure that reasonable adjustment is provided. (Article 5).

4. In relation to children the Council's decision makers should bear in mind parts of the United Nations Convention on the Rights of the Child which refer to:

(1) respecting and ensuring the rights set forth in the Convention to each child without discrimination of any kind, irrespective of the child's, or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Art 2)

(2) ensuring the child such protection and care as is necessary for his or her well-being (Art 3)

(3) recognising that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community (Art 23)

(4) recognising and seeking to implement the right of the child to the enjoyment of the highest attainable standard of health, including taking appropriate measures: to diminish infant and child mortality; to combat disease, taking into consideration the dangers and risks of environmental pollution (Art 24)

(5) recognising the right of the child to education, with a view to achieving this right progressively and on the basis of equal opportunity (Art 28).

5. This assessment will set out actions that will be taken to mitigate or minimise any negative impacts. Where mitigating action cannot be taken, or the impacts cannot be wholly mitigated, the reason why will be explained.

Assessor(s) Name and job title:								
Naomi Carter, Service Manager								
Directorate and Team/School Name:								
Education, Inclusion & Access, Children's Services								
Name, aim, objective and expected outcome of the programme/ activity:								
Name: School Place Planning Consultation – Arreton Church of England Primary School								
Aim: Proposed closure of Arreton Church of England Primary School, with pupils offered a school place at Barton Primary School through the use of existing and additional temporary accommodation (or able to preference an alternative school).								
Objective: The aim of this EIA is to assess the findings of the first stage of consultation and clarify if there are any significant issues to prevent moving to the next stage of consultation, which is to proceed to the issuing of the statutory notice. This will provide further opportunity for parents, pupils, staff, stakeholders and wider community to give their views and raise any objections.								
Expected outcome: To provide clarity that all information has been reviewed, considered and ensure Cabinet are informed in their decision-making process.								
Reason for Equality Impact Assessment (tick as appropriate)								
This is a new policy/strategy/service/system function proposal								
This is a proposal for a change to a policy/strategy/service/system function proposal function (<i>check whether the original decision was equality impact assessed</i>)								
Removal of a policy/strategy/service/system function proposal								
✓								
Commencing any project/programme								
Equality and Diversity considerations								
Describe the ways in which the groups below may be impacted by your activity (prior to mitigation). The impact may be negative, positive or no impact.								
Protected Characteristic	Negative, positive or no impact (before mitigation/intervention) and why?	Does the proposal have the potential to cause unlawful discrimination (is it possible that the proposal may	How will you advance the equality of opportunity	What concerns have been raised to	What evidence, analysis or data has been used to substantiate your answer?	Are there any gaps in evidence to properly assess	How will you make communication	What adjustments have been put in place to

		exclude/restrict this group from obtaining services or limit their participation in any aspect of public life?)	and to foster good relations between people who share a protected characteristic and people who do not.	date during consultation and what action taken to date?		the impact? How will this be addressed?	accessible for this group?	reduce/advance the inequality? (Where it cannot be diminished, can this be legally justified?)																																																																
Age (restrictions/difficulties both younger/older)	<p>Children will become disadvantaged due to the decision – pupils will be forced to move schools early (and then again to secondary school) and deal with the inevitable anxiety and stress that this would cause. Parents would have to create new arrangements and routines, contending with travel and (one time) costs of switching their child(ren) to a new school. These themes will be examined more in the sections for Disability (mental) and Deprivation. The decision would also reduce choice for families in the future for primary education.</p> <p>Within the Newport planning area, there is some room within the available pupil admission numbers (PAN) for the other primary schools within this area which could absorb the pupil numbers from the proposed closure of Arreton CE Primary. Future number of children are set to decline within the planning area and therefore this means that closing the school would not change, or impact on, the future intake of potential pupils within this area. However, current numbers of children on roll in the upper year groups may require the LA to work with other schools in the planning area or adjacent planning areas (Newport, Ventnor, Cowes, East Cowes and Sandown & Shanklin) to accommodate the bulge year groups should</p>	<p>The closure of Arreton C of E School could ostensibly reduce choice for both children and parents in the Newport area for primary education – with potential affects to the 4-11 (children) and 18 – 50 (parents) age categories. However, this does not take into account the following:</p> <p>i) Reduction in pupil numbers and applications for school (especially at reception level)</p> <p>ii) Reduction in births at both ward level and locally across the Isle of Wight generally</p> <p>In removing one of the four primary schools within a catchment area (of Newport), there will inherently be less choice for both of the aforementioned age categories. However, when taking account of both i) and ii), Arreton C of E can be evidenced to be experiencing low levels of admissions, a falling birth rate and markedly smaller future age group (when compared to a decade ago) who will form future demand for places.</p>	<p>Care would be taken to engage fully with affected individuals so they understand fully the meaning and potential consequence of any decision taken. This is especially important for pupils of schools, as the anxiety and stress in which potential closures cause are well evidenced at this stage. Communication methods and language used will be appropriate to these respective age categories.</p>	<p>The primary concern for the age protected characteristic is that children (0-11) will have i) fewer choices for primary school education in the future for the Newport area and ii) this would be disruptive for those already at Arreton C of E School. Concerns about increased travel times and costs for families, especially those without reliable transport, are frequently mentioned.</p>	<p>i) Reduction in pupil numbers and applications for school at reception level</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2024</th> <th>2023</th> <th>2022</th> <th>2021</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>11</td> <td>5</td> <td>21</td> <td>16</td> <td>20</td> </tr> <tr> <td>PAN</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>% of PAN</td> <td>37%</td> <td>17%</td> <td>70%</td> <td>53%</td> <td>67%</td> </tr> </tbody> </table> <p>ii) Reduction in births at both ward level and locally across the Isle of Wight generally (full data set of years 2013 to 2023 provided at end of document)</p> <table border="1"> <thead> <tr> <th>Area</th> <th>2013</th> <th>2023</th> <th>+/-</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Newport Total</td> <td>273</td> <td>247</td> <td>-26</td> <td>- 9.9%</td> </tr> <tr> <td>Isle of Wight Total</td> <td>1287</td> <td>919</td> <td>-368</td> <td>- 29%</td> </tr> </tbody> </table> <p>Census data shows that overall the 0-19 age demographic has fallen between 2011 to 2021. The most significant of these 5 year age brackets are of the 0-4 years component, falling by 101 (or 7%). This 0-4 bracket are the future primary pupils in the ward area, therefore it is likely that pupil numbers in this ward is likely to continue to fall.</p> <p>Newport Area Age Breakdown, 2011 to 2021</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2021</th> <th>+/-</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>0 – 4 yrs</td> <td>1569</td> <td>1468</td> <td>-101</td> <td>-7%</td> </tr> <tr> <td>5 - 9 yrs</td> <td>1553</td> <td>1751</td> <td>198</td> <td>11%</td> </tr> <tr> <td>10 - 14 yrs</td> <td>1776</td> <td>1736</td> <td>-40</td> <td>-2%</td> </tr> <tr> <td>15 - 19 yrs</td> <td>1830</td> <td>1599</td> <td>-231</td> <td>-14%</td> </tr> </tbody> </table> <p>The only age bracket within the 0-19 demographic which experienced growth was 5 – 9 years (an increase of 65 or 9%) which, at this stage, should already be showing in school admission figures. However, when compared to the pupil application numbers, this is at a five year low. This would likely signify that the trend of primary school applications are unlikely to increase in the future.</p>	Year	2024	2023	2022	2021	2020	1st	11	5	21	16	20	PAN	30	30	30	30	30	% of PAN	37%	17%	70%	53%	67%	Area	2013	2023	+/-	%	Newport Total	273	247	-26	- 9.9%	Isle of Wight Total	1287	919	-368	- 29%		2011	2021	+/-	%	0 – 4 yrs	1569	1468	-101	-7%	5 - 9 yrs	1553	1751	198	11%	10 - 14 yrs	1776	1736	-40	-2%	15 - 19 yrs	1830	1599	-231	-14%	<p>Census data falls short of 3 years – however other data shows supporting trends. Pupil projections are developed from birth rate data and trends, approved and expected housing developments, and from migration information. We use data from national government and the NHS. Historically our forecasts have been accurate. Projections are always only our best estimate. Within all of our planning areas we aim to retain a minimum of 10 per cent surplus to account for potential movement or increase in children living in the planning area</p>	<p>There has been a range of consultation events so far:</p> <ul style="list-style-type: none"> - Drop-in sessions - Working with staff of affected schools - Surveys to allow the community voice to be heard -Online website - Information leaflets -Radio campaign <p>This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.</p>	<p>All children will be offered a school place at Barton Primary School, within the locality of Newport. There would be no denial of the same level of education and schooling.</p> <p>We are aware that any transition to a new school will need to be managed very carefully to protect the wellbeing of the young people. A robust transition plan would be prepared if the decision is taken to proceed to statutory consultation.</p>
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parents preference be to attend an alternative school closer to their home address.

The counterfactual of this proposed decision (keeping Arreton C of E open) would have more wide-ranging socio-economic impacts on the local area due to the present pressures on the local authority and school funding.

Disability
a) Physical
b) Mental health
 (must respond to both a & b)

Negative impact

There will negative impacts arising from disadvantage as regarding disability, due to the pupils at the school who are identified to have special education needs (SEN) support or Education, Health and Care Plans (EHCP). These pupils will find the transition between schools more challenging owing to the disruption that moving schools prematurely would cause.

There is no local evidence to substantiate the particular effect of the closure of Arreton C of E on its pupils, it can be reasonably suggested that this would have minor impacts on their mental wellbeing. Moving schools is proven to be challenging for children, especially at a primary age. Friendship groups are unlikely to be broken up by the proposal but the transition would certainly separate pupils from their established relationships with teachers and staff within the school, many of whom have a crucial impact at formative stages of learning and development.

The facilities, adaptations and services offered by Arreton C of E School in respect to accommodating pupils with disabilities will be available to the school which they move to, if closure were to take place.

There will be disruption in the routines for children with higher needs resulting from moving schools. There are currently 4 children with an Education, Health and Care Plan (EHCP) who attends Arreton C of E School. All children will be offered an alternate suitable placement to meet their needs with detailed transition plans put in place to support their move to another school.

It should be noted there are also 27 pupils at Arreton C of E who have special educational needs (SEN) support.

There may also be a negative impact to the mental wellbeing of children. There is evidence through public consultation results which show there are trends which show pupils exhibit worry and anxiety over the possibility of school closure and, furthermore, moving schools and being (potentially) separated from pre-existing friendship circles.

The local authority would work with pupils identified with EHCPs and SEN to ensure that there are specific transition arrangements in place to provide the same level of support. The health and well-being of our Children and young people is a priority in all areas of Childrens Services and will remain a key priority in all future work. We are also working with our colleagues who run the Mental Health Support Team to ensure appropriate support is targeted to schools affected. The 'Well-being' service identified through the consultation process will be prioritised for support through a new initiative called 'My Happy

Concerns have been raised through the consultation process around the impacts of school closures for children, particularly the mental wellbeing and for those children with an EHCP. Analysis has been taken to understand the level of SEND. EHCP support will be provided to Arreton Primary School to ensure that the proposal is fit for individuals who have a additional special educational needs and disability. The local authority would ensure that this provision is not compromised during transition to a new school, and that all children continue to

There are no measures collected locally or nationally which allow to analyse disability in schools. However, a proxy measure has been used in place of this for pupils with special educational needs and disabilities (SEND) and Education, Health and Care Plans (EHCP). Students who require an EHCP need a higher level of support.

School Name	Sen Support %	Sen Support Count	EHC Plan %	EHC Plan Count
Arreton C of E	19.6	27	2.9	4
Primary Average	16.1	38.8	4.3	10.1

Arreton C of E has a significantly lower than average (when compared to all primary schools on the Island) EHCP count and percentage. However, the school also has a higher than average (by count and percentage) standard SEN support requirement from pupils.

Should school closures be agreed - Planning will take place for all children with an EHCP. This will include a discussion with the parent to understand the relevance of the content of the EHCP and to understand their wishes around school preference. The local authority will determine if an annual review is required, if it is, a review will be scheduled at the earliest opportunity. The LA will notify the parent of the outcome of the review in 4 weeks and inform of subsequent timescales should an amendment be required, a draft amended plan will be issued to the family, they must be given 15 days to comment and make representations including sharing a preferred school, consultation will take place with the school and

There has been a range of consultation events so far:

- Drop-in sessions
- Working with staff of affected schools
- Surveys to allow the community voice to be heard
- Online website
- Information leaflets
- Radio campaign

This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.

There will be a continuation of support provided in transition from one school to another.

			<p>Mind' which aims to help schools, nurseries and families create a culture of positive mental well-being. My Happy Mind is a whole school and every child approach and is not just reserved for those at the point of need and will work complimentary and collaboratively with existing Social Emotional Mental Health and well-being services on the IOW.</p>	<p>receive support through the Mental Health Support Team, and our Wellbeing service to assist a suitable offer/transition</p>		<p>the LA will review this consultation response prior to finalising the plan (total time of 8 weeks from the amendment notice). If it is determined that the EHCP is relevant, and the plan only requires minor/specific changes in the child circumstances such as a change of school the parent will be notified and must be given 15 days to comment and make representations, including naming their preferred school. Consultation will then take place with the school and the LA will review this consultation response prior to finalising the plan. (4 weeks) Transition plans will be individual to each child, the LA will facilitate these with all schools involved</p>		
<p>Race (including ethnicity and nationality)</p>	<p>A potential impact of the proposed closure of Arreton C of E School is that this would result in Barton Primary become less ethnically diverse – Barton currently has 18% BME (black and ethnic minority – i.e. non White UK) ethnic makeup of its current pupils, as per 2023 data, whereas Arreton C of E has less than 1% (1 pupil) of BME.</p> <p>There is nothing to suggest that this impact would be either positive or negative.</p>	<p>There is no evidence to show that pupils from this protected characteristic group will be denied or absent of any facilities due to this proposal.</p>	<p>Any pupils from a BME background should be allowed to maintain their pre-existing support within their current school systems. The proposal would allow for this as all students could move together uniformly within the same locality</p>	<p>There have been no concerns raised at the current time in relation to disadvantage of pupils or staff within this protected characteristic</p>	<p>i) Breakdown of ethnicity of pupils at each Isle of Wight Primary School (Spring 2024)</p>	<p>BME families/ households are statistically more likely to be economically disadvantaged – however no assessment can be made with available data to link this with ethnicity data within schools, providing a potential gap of how BME families could be disproportionately affected.</p>	<p>There has been a range of consultation events so far:</p> <ul style="list-style-type: none"> - Drop-in sessions - Working with staff of affected schools - Surveys to allow the community voice to be heard -Online website - Information leaflets -Radio campaign <p>This provides parents,</p>	<p>All BME pupils from Arreton C of E would stay within their locality for schooling</p>

							especially, with a range of options of how to engage and gain information about the potential choices.		
Religion or belief (different faith groups/those without a faith)	Negative There are negative impacts as a result of this proposal as the closure of Arreton Primary would result in the loss (and reduction of choice for families and pupils) of Church of England primary schools within the locality. This is especially compounded that the specific proposal lists pupils of Arreton Primary being offered a place at Barton Primary, which is not a religious/faith school. However the LA will work with Carisbrooke CE Primary School and Newport CE Primary School to ensure parents which require a Faith school are still able to do so.	Newport, as a locality, has the highest number of religious/faith schools on the Island with 4 (out of 9). When looking at the PAN figures for this year, and historically over the past 5 years, there is considerable room within these PAN figures at the other Newport primary schools for pupils/families who wish to continue with a religious/faith primary education. Choice will inherently become more limited for parents, especially where the school of Arreton is much more remote than other Newport schools (as this locality spans the largest area). However, only 17 pupils from Arreton (out of a total of 99) attend the school as their nearest school. Regardless, the local authority should work with these families to ensure that their child(ren) are still able to access a religious/faith primary education should they wish to.	All pupils of different religions or beliefs will be provided with equal opportunities. To ensure all pupils of different religions or beliefs have equal opportunities, schools will be asked to consider these strategies: 1. Inclusive Curriculum - Use materials that represent various religions and cultures. - Encourage discussions that promote understanding and respect. 2. Respectful Environment - Implement anti-discrimination policies and train staff on cultural sensitivity. - Create safe spaces for students to express their beliefs. 3. Celebrate Diversity - Organise events for different cultural and religious festivals.	There have been concerns raised that the named primary school that affected pupils would be offered places at, Barton Primary, is not a religious/faith school	i) ii)	Evidence collected from public consultation comments. Analysis of nearest schools	There is no data at present to show the religious/belief breakdown of pupils at Isle of Wight primary schools (only ethnicity). It cannot be assumed that pupils who attend a religious/C of E school are there for the primary reason of receiving a faith education. However, analysis has been undertaken to ensure that all pupils within this school would be able to continue a religious/faith primary education should they wish to.	There has been a range of consultation events so far: - Drop-in sessions - Working with staff of affected schools - Surveys to allow the community voice to be heard -Online website - Information leaflets -Radio campaign This provides parents, especially, with a range of options of how to engage and gain information about the potential	The local authority will work with both pupils & families, and other schools within the locality, to find the best solutions for families who wish for their child(ren) to continue with a Church of England primary education

			<ul style="list-style-type: none"> - Involve students in planning these celebrations. <p>4. Support Systems</p> <ul style="list-style-type: none"> - Provide counselling that respects diverse backgrounds. - Establish peer support groups for shared experiences. <p>5. Engage Staff, Parents/carers and Community</p> <ul style="list-style-type: none"> - Maintain open communication with staff, parents and community leaders. - Collaborate with local organisations to support inclusivity. <p>6. Feedback Mechanisms</p> <ul style="list-style-type: none"> - Regularly gather feedback from staff, students and parents/carers. - Be willing to adjust policies based on their input. 																													
Sex	<p>There are negative impacts as a result of this proposal as the closure of Arreton CE Primary would result in the loss of a school provision and data from various studies indicates that in the UK, female parents or carers are more likely to be responsible for escorting children to and from school.</p> <p>There are no foreseen issues arising from the disadvantage as regards</p>	<p>The decision would not have an effect on the mix of pupils in terms of sex distribution across schools. Arreton C of E School and Barton Primary School (the proposed alternative for pupils if Arreton C of E were to close) are both nearly at a 50/50 split of male and female pupils, so any decisions would not have a perceptible impact on this.</p> <p>The decision could have a greater impact on the number of female parents/carers as the data indicates females are more likely to be responsible for escorting</p>	<p>Care will be taken to engage fully with affected individuals so they understand fully the meaning and potential consequence of any decision taken. The school admission process would</p>	<p>There have been no concerns raised at the current time in relation to disadvantage of pupils or staff within this protected characteristic.</p>	<p>i) Distribution of the gender (male/female) of pupils at primary schools on the Isle of Wight</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>School Name</th> <th>Male %</th> <th>Male Count</th> <th>Female %</th> <th>Female Count</th> <th>All Pupil Count</th> </tr> </thead> <tbody> <tr> <td>Arreton C Of E</td> <td>46.4</td> <td>64</td> <td>53.6</td> <td>74</td> <td>138</td> </tr> <tr> <td>Barton Primary</td> <td>52.7</td> <td>135</td> <td>47.3</td> <td>121</td> <td>256</td> </tr> <tr> <td>Average (Isle of Wight)</td> <td>51.3</td> <td>119.4</td> <td>48.7</td> <td>112.9</td> <td>232.3</td> </tr> </tbody> </table> <p>ii) Analysis of consultation responses has been undertaken to understand if there is a link to substantiate national studies that female parents and carers are more likely to be responsible for escorting children to and from school, therefore making them disproportionately affected. 4 out of 4 respondents (to the Arreton CE</p>	School Name	Male %	Male Count	Female %	Female Count	All Pupil Count	Arreton C Of E	46.4	64	53.6	74	138	Barton Primary	52.7	135	47.3	121	256	Average (Isle of Wight)	51.3	119.4	48.7	112.9	232.3	<p>No data is currently held on trans or non-binary pupils within the primary schooling system – if proposal for closure were to be granted, the council would work with the affected school to understand if any pupils identified as either trans or non-binary.</p>	<p>There has been a range of consultation events so far:</p> <ul style="list-style-type: none"> - Drop-in sessions - Working with staff of affected schools - Surveys to allow the community voice to be heard - Online website - Information leaflets 	<p>Through our quality assurance process, we will monitor the quality of the schools Personal, Social, Health and Economic curriculum and its impact. Triangulated against data trends and patterns.</p>
School Name	Male %	Male Count	Female %	Female Count	All Pupil Count																											
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	to the closure of Arreton C of E School in regard to the sex of pupils or staff.	children to and from school. This trend aligns with broader societal patterns where mothers often take on a larger share of childcare responsibilities, including school runs.	continue to maintain the mix of pupils between male/female. Any support that would need to be given to pupils who do not identify as male or female would continue to happen and would fall outside of these processes as an extraordinary measure.		proposal specifically) who expressed concern over travel arrangements, and the impact this would have on them, were female respondents. Note that some responses received were anonymous, so these had to be discounted from totals to understand a more accurate split.	Analysis to understand the % split of sex within primary schools to ensure that there will be no imbalances created through any proposals.	-Radio campaign This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.	
Sexual orientation	No impact to this group as a direct consequence from the decision	Sexual orientation of parents/carers or pupils form no part of the school admission process. This would also apply to the recruitment process for staffing. There are no realistic impacts, needs or issues relating to sexual orientation.	As there are no perceptible potential impacts arising from this decision to sexual orientation, no appropriate data has been identified					
Pregnancy and maternity	No impact to this group as a direct consequence from the decision	Pregnancy and maternity status of parents/carers form no part of the school admission process. This would also apply to the recruitment process for staffing. There are no realistic impacts, needs or issues relating to pregnancy or maternity status.	As there are no perceptible potential impacts arising from this decision to people who are pregnant or in maternity, no appropriate data has been identified					
Marriage and Civil Partnership	No impact to this group as a direct consequence from the decision	Marriage and civil partnership would not directly involve children of primary schooling age (although they may be children of married or unmarried parents or civil partners – however this would not form part of the decision). Marital or civil partnership status does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment or any decisions taken.	As there are no perceptible potential impacts arising from this decision to people with marital/civil partnership status, no appropriate data has been identified					
Gender reassignment	No impact to this group as a direct consequence from the decision	It is unlikely that gender reassignment would involve children or primary schooling age but appropriate support would be in place to any child to which this applies. This would be an exceptional circumstance and there are no facilities or specific characteristics of Arreton C of E School which provide specific functions to (any potential) children within this protected characteristic.	As there are no perceptible potential impacts arising from this decision to people experiencing gender reassignment, no appropriate data has been identified					

		Gender reassignment status does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment or any decisions taken.						
Deprivation & inequality (added to form part of the assessment while not being a protected characteristic)	<p>Negative impact</p> <p>Due to the ongoing cost of living crisis it is recommended to look at the impacts this could have on families, especially those with higher levels of deprivation.</p> <p>There will be impacts to families financially which will be varied in terms of the level of impact depending on a range of factors – number of children within a single family/household at the affected school, changes to travel time and routine disruption, cost of uniforms being purchased.</p> <p>Newport (locality) and Arreton C of E (school) do not rank highly in deprivation scores both locally and nationally. For this reason, the decision would be less impactful as opposed to other areas/schools.</p>	<p>The Isle of Wight, as a whole, is in the top 30% of deprivation across England (2019 Indices of Deprivation) for income.</p> <p>There are a subset scoring which can be used for schools – the income deprivation affecting children index (IDACI). The IDACI is arranged into bandings where A contains pupils from the most deprived LSOAs and G are from the least deprived LSOAs.</p> <p>48% of Arreton C of E Primary pupils are in Band F to A (top 37.5 most deprived areas), with 52% of pupils in the (least deprived) band (G). This means that 48% of pupils at Arreton C of E are eligible for deprivation funding from the government. Arreton C of E ranks lower on deprivation scores across multiple subsections when compared to other Isle of Wight primary schools.</p>	<p>The council will work with affected schools (both of proposed closure or in receipt of new students) to form transition schemes, such as uniform exchanges.</p> <p>The transport policy will also be publicised for parents to assist with any concerns about travel for families who qualify</p>	<p>The cost of living crisis is at the forefront of most people's mind at the current time, with multiple pressures mounting. This is reflected in consultations comments to date, where parents are expressing concern over the financial strain that moving schools may raise.</p>	<p>i) 2019 Indices of Deprivation ii) Isle of Wight joint strategic needs assessment (JSNA) iii) Income deprivation affecting children index (IDACI) iv) Consultation responses</p>	<p>Deprivation data, both nationally and locally, is well documented. This may not, however, show the strain that some families are feeling financially due to other pressures which are unique to the previous few years. Rising costs across the board for families (mortgage, utilities, food prices) may present a different, and hidden, picture for some families.</p>	<p>There has been a range of consultation events so far:</p> <ul style="list-style-type: none"> - Drop-in sessions - Working with staff of affected schools - Surveys to allow the community voice to be heard -Online website - Information leaflets -Radio campaign <p>This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.</p>	<p>Support to families with uniforms – while there is no policy to provide new school uniform, the local authority would work with the affected schools to set up an exchange programme to donate or swap used uniforms.</p> <p>The proposed closure, if decided upon, would also coincide with the end of the schooling year where changing of uniform (for new sizes, or for wear and tear) is most likely to occur</p>

H. Review

How are you engaging people with a wide range of protected characteristics in the development, review and/or monitoring of the programme/ activity?

Date of next review:

H. Sign-off

Head of Service/Director/Headteacher sign off & date: Name: _____ Date: _____

Legal sign off & date: Name: _____ Date: _____