

Appendix 15 - Equality Impact Assessment - Proposed Closure of Cowes 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 – Cowes Primary School								
Aim: Proposed closure of Cowes Primary School - all pupils would be offered a school place at Gurnard Primary School (or able to preference an alternative school). This proposal would remove 30 places for each year group (210 school places in total) from the planning area. Blackberry Lane Preschool could remain at the current site of Cowes Primary School and offered the option to expand utilising part of the school site if additional capacity is required in the area.								
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)	Does the proposal have the potential to	How will you advance the equality of	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	How will you make communication accessible for this group?	What adjustments have been put

	mitigation/intervention) and why?	cause unlawful discrimination (is it possible that the proposal may exclude/restrict this group from obtaining services or limit their participation in any aspect of public life?)	opportunity 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?		assess the impact? How will this be addressed?		in place to reduce/advance the inequality? (Where it cannot be diminished, can this be legally justified?)																																																																
<p>Age (restrictions/difficulties both younger/older)</p>	<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>However, within the Cowes area there is some room within the available pupil admission numbers (PAN) for the other primary schools within this area which can absorb the pupil numbers from the proposed closure of Cowes 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</p>	<p>The closure of Cowes Primary School could ostensibly reduce choice for both children and parents in the Cowes (West) 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 planning area (of Cowes West), there will inherently be less choice for both of the aforementioned age categories. However, when taking account of both i) and ii), Cowes Primary is at the very forefront (within this planning area) of the demographic phenomena that we are experiencing both on the Island and nationally.</p> <p>Consideration for deceleration of pupils</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. 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 Cowes West area and ii) this would be disruptive for those already at Cowes Primary School.</p> <p>There have also been concerns raised that Cowes Primary is a well performing primary school (by OFSTED ratings) and the quality of education would be lower for pupils if the school were to close.</p>	<p>i) Reduction in pupil numbers and applications for school at reception level</p> <table border="1" data-bbox="1380 604 2122 745"> <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>12</td> <td>22</td> <td>23</td> <td>18</td> <td>26</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>40%</td> <td>73%</td> <td>77%</td> <td>60%</td> <td>87%</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" data-bbox="1380 945 2107 1054"> <thead> <tr> <th>Area</th> <th>2013</th> <th>2023</th> <th>+/-</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Cowes Total</td> <td>150</td> <td>94</td> <td>-56</td> <td>-37.3</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 102 (or 17%). This 0-4 bracket are the future primary pupils in the ward area, therefore it is likely that pupil numbers in this ward will continue to fall.</p> <p>Cowes West 0-19 Demographic Breakdown, 2011 compared to 2021:</p> <table border="1" data-bbox="1380 1365 1914 1564"> <thead> <tr> <th></th> <th>2011</th> <th>2021</th> <th>+/-</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>0 – 4 yrs</td> <td>694</td> <td>592</td> <td>-102</td> <td>-17%</td> </tr> <tr> <td>5 - 9 yrs</td> <td>635</td> <td>700</td> <td>65</td> <td>9%</td> </tr> <tr> <td>10 - 14 yrs</td> <td>724</td> <td>718</td> <td>-6</td> <td>-1%</td> </tr> <tr> <td>15 - 19 yrs</td> <td>661</td> <td>624</td> <td>-37</td> <td>-6%</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	12	22	23	18	26	PAN	30	30	30	30	30	% of PAN	40%	73%	77%	60%	87%	Area	2013	2023	+/-	%	Cowes Total	150	94	-56	-37.3	Isle of Wight Total	1287	919	-368	-29%		2011	2021	+/-	%	0 – 4 yrs	694	592	-102	-17%	5 - 9 yrs	635	700	65	9%	10 - 14 yrs	724	718	-6	-1%	15 - 19 yrs	661	624	-37	-6%	<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 <p>-Online website - Information leaflets -Radio campaign</p> <p>This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.</p> <p>There has also been specific engagement with pupils from schools early in the process of identification to understand their thoughts and feelings on the potential of closure. All engagement from pupils to date has been reviewed and collated into a Pupil's Voice document which helps to inform any decision made, and the specific arrangements that are put in place following this.</p>	<p>All children will be offered a school place at Gurnard Primary School, within the locality of Cowes West. 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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	<p>planning area or adjacent planning areas (Newport and East Cowes) to accommodate the bulge year groups should parents preference be to attend an alternative school closer to their home address.</p> <p>The counterfactual of this proposed decision (keeping Cowes Primary 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.</p>	<p>across the education system, especially in Early Years with summer born pupils. Have to ensure that they have an enhanced transition plan.</p>																					
<p>Disability a) Physical b) Mental health (must respond to both a & b)</p>	<p>Negative impact</p> <p>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.</p> <p>Class sizes are also likely to increase for children with SEN support. This would mean that less individual support and attention can be given to these particular pupils – especially as the PAN for Cowes Primary is 30 but Gurnard Primary is 60 (leading to significantly larger class sizes).</p> <p>While there will be negative impacts, the other schools in the locality have the same accessibility facilities as Cowes Primary (with other primary schools in close travelling distance). There will be</p>	<p>The facilities, adaptations and services offered by Cowes Primary School in respect to accommodating pupils with disabilities will be available to the school which they move to, if closure were to take place.</p> <p>There could be disruption in the routines for children with higher needs resulting from moving schools. There is currently 1 child with an Education, Health and Care Plan (EHCP) who attends Cowes Primary 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.</p> <p>It should be noted that while there is only 1 pupil with an EHCP, there are 28 pupils at Cowes Primary who have special educational needs support.</p>	<p>The local authority will 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.</p> <p>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 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</p>	<p>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 would be provided to Cowes 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 receive support</p>	<p>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.</p> <table border="1"> <thead> <tr> <th>School Name</th> <th>Sen Support %</th> <th>Sen Support Count</th> <th>EHC Plan %</th> <th>EHC Plan Count</th> </tr> </thead> <tbody> <tr> <td>Cowes Primary</td> <td>19.2</td> <td>28</td> <td>0.7</td> <td>1</td> </tr> <tr> <td>Primary Average</td> <td>16.1</td> <td>38.8</td> <td>4.3</td> <td>10.1</td> </tr> </tbody> </table> <p>Cowes Primary 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.</p>	School Name	Sen Support %	Sen Support Count	EHC Plan %	EHC Plan Count	Cowes Primary	19.2	28	0.7	1	Primary Average	16.1	38.8	4.3	10.1	<p>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,</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>There will be a continuation of special educational needs support provided in transition from one school to another.</p>
School Name	Sen Support %	Sen Support Count	EHC Plan %	EHC Plan Count																			
Cowes Primary	19.2	28	0.7	1																			
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	<p>no denial of education for any pupil affected within this protected characteristic, but disproportionate negative impacts are likely to be seen.</p> <p>There is no local evidence to substantiate the particular effect of the closure of Cowes Primary 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.</p>	<p>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.</p>	<p>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>through the Mental Health Support Team, and our Wellbeing service to assist a suitable offer/transition.</p>		<p>consultation will take place with the school and 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>Negative impact</p> <p>A potential impact of the proposed closure of Cowes Primary School is that pupils from an ethnic minority background could be disproportionately affected – as they could be placed in a school which is less ethnically diverse.</p> <p>Cowes Primary School has a higher than average ethnic makeup of 26% BME pupils (black and ethnic minority – i.e. non White</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. It should be noted that the potential closing of Cowes Primary School, however, is likely to have a more disproportionate affect within the wards (and the Island's) BME population moreso than other schools.</p>	<p>Any pupils from a BME background should be allowed to maintain their pre-existing support (friendship groups) within their current school systems. The proposal would allow for this as all students would move together uniformly within the same locality</p> <p>As a Local Authority we promote inclusive teaching and actively tackle prejudicial language</p>	<p>Concerns have been raised about the ability of other schools to support pupils of non-British descent as well as Cowes Primary – views have been shared in consultation feedback events which show Cowes Primary to be very supportive of pupils who are non-native</p>	<p>i) Analysis has been undertaken to understand the ethnic makeup of schools (both proposed for closure and the first choice for pupils to transition to) and the wider ward areas, alongside the Isle of Wight generally. This shows Cowes Primary to be much more ethnically diverse than average, and Gurnard Primary (the proposed school for pupils to transition to if closure were decided upon) to be less diverse than average (when compared to primary schools on the Island).</p> <p>ii) English as an additional language (EAL) data, which shows that Gurnard Primary and Cowes Primary have comparable amounts of non-native speakers at the schools currently. This should mean that staff will be familiar with the requirements for this.</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, especially, with a range of options of how to engage and gain information about the potential choices. For families who are non-native English speakers, or English</p>	<p>All BME pupils from Cowes Primary would stay within their locality for schooling. There will not be any adjustments required to ensure this.</p> <p>Schools would also receive funding in line with the numbers of EAL pupils at the school.</p>

	<p>UK) compared to the Island primary school average of 12% BME. The proposed school for pupils to be admitted to, Gurnard Primary, is lower than average at 10% BME.</p> <p>Gurnard Primary do have comparable number of English as an additional language (i.e. non-native) speaker (22 at Gurnard Primary, 32 at Cowes Primary), showing that they are accustomed to the type of support already that they would have to provide these pupils. This will help to mitigate any impacts, as teachers and support staff will already be familiar with the different strategies required.</p>		<p>or approaches that may cause harm or offense to others. To ensure that we reduce barrier's that groups of people may face and foster a culture across our schools of inclusion and embracing diversity.</p> <p>We encourage a broad and balanced curriculum which promotes British Values and fosters love, compassion, and harmony amongst all.</p>	<p>English speakers, and families feel supported by this as a result</p>		<p>However, all children and young people and their families/carers will be supported through the transition to any new school should the decision to move to statutory process be approved.</p>	<p>is their second language, all information provided throughout the consultations events to date has been made available translated to any other language upon request.</p>	
<p>Religion or belief (different faith groups/those without a faith)</p>	<p>There are no identified potential impacts or issues arising from the disadvantage to religion or belief in regards to the closure of Cowes Primary School</p>	<p>Cowes Primary, like the proposed alternative school for pupils (Gurnard Primary) and all other schools within the locality (Cowes West) are non-faith schools. Therefore, the closing of this school would not remove the availability of non-faith primary education places within this area.</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Inclusive Curriculum <ul style="list-style-type: none"> - Use materials that represent various religions and cultures. - Encourage discussions that promote understanding and respect. 2. Respectful Environment <ul style="list-style-type: none"> - Implement anti-discrimination policies and train staff on cultural sensitivity. - Create safe spaces for students to express their beliefs. 	<p>There have been no concerns raised at the currently time in relation to disadvantage of pupils or staff within around religion/belief specifically. However, this will continue to be updated throughout the process.</p>	<p>i) Evidence collected from public consultation comments.</p>	<p>There is no data at present to show the religious/belief breakdown of pupils at Isle of Wight primary schools (only ethnicity). However, because this school and all other schools in this locality are non-faith, there will be no discernible impact to this protected characteristic group</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</p>	<p>All pupils of different religion/belief will still be able to access non-faith primary education as school places will be offered at Gurnard Primary School which is a non-faith school. This may impact on staff that seek alternative employment in alternative schools which are Church of England or Catholic. The council will need to ensure that there are sufficient non-faith, Church of England or Catholic school places available for pupils who require one within a reasonable distance of the schools</p>

			<p>3. Celebrate Diversity</p> <ul style="list-style-type: none"> - Organise events for different cultural and religious festivals. - 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. 					proposed to close.																								
Sex	<p>There are negative impacts as a result of this proposal as the closure of Cowes 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 to the closure of Cowes Primary School in regards to the sex of pupils or staff</p>	<p>The decision would not have an effect on the mix of pupils in terms of sex distribution across schools. Cowes Primary School and Gurnard Primary School (the proposed alternative for pupils if Cowes Primary 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</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.</p> <p>The school admission process would 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</p>	<p>There have been no concerns raised at the currently time in relation to disadvantage of pupils or staff within this protected characteristic. But this will continue to be reviewed and updated throughout the process.</p>	<p>i) Distribution of the gender (male/female) of pupils at primary schools on the Isle of Wight</p> <table border="1"> <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>COWES PRIMARY</td> <td>51.4</td> <td>75</td> <td>48.6</td> <td>71</td> <td>146</td> </tr> <tr> <td>GURNARD PRIMARY</td> <td>48.8</td> <td>205</td> <td>51.2</td> <td>215</td> <td>420</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. 8 out of 10 respondents (to the Cowes Primary proposal specifically) who expressed concern over travel</p>	School Name	Male %	Male Count	Female %	Female Count	All Pupil Count	COWES PRIMARY	51.4	75	48.6	71	146	GURNARD PRIMARY	48.8	205	51.2	215	420	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>Analysis to understand the % split of sex within primary schools to</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>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>
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		<p>impact on the number of female parents/carers as the data indicates females are more likely to be responsible for escorting children to and from school. This trend aligns with broader patterns where mothers often take on a larger share of childcare responsibilities, including school runs.</p>	<p>outside of these processes as an extraordinary measure.</p> <p>Governing Boards are encouraged to support and monitor diversity amongst their membership and there will be opportunities for people within the protected characteristics to serve on governing boards. GBs have a duty to follow requirements for schools in relation to equality of access and opportunity.</p>		<p>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.</p>	<p>ensure that there will be no imbalances created through any proposals.</p>	
Sexual orientation	<p>No impact to this group as a direct consequence from the decision to pupils or staff.</p>	<p>Sexual orientation of parents/carers or pupils form no part of the proposed school closure or future 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.</p>	<p>As a Local Authority, we embrace and promote high quality teaching of PSHE and RSE. Working with schools to promote diversity and inclusion throughout these programmes and have due regard for positive relationships between people.</p> <p>We promote the UN's Right Respecting education programme and encourage schools to be part of this.</p>	<p>There have been no concerns raised at the currently time in relation to disadvantage of pupils or staff within this protected characteristic. But this will continue to be reviewed and updated throughout the process.</p>	<p>As there are no perceptible potential impacts arising from this decision to sexual orientation, no appropriate data has been identified</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 <p>-Online website - Information leaflets -Radio campaign</p> <p>This provides parents, especially, with a range of options of how to engage and gain information about the potential choices.</p>	<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>
Pregnancy and maternity	<p>No impact to this group as a direct consequence from the decision</p>	<p>Pregnancy and maternity status of parents/carers form no part of the proposed school closure or future 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.</p>	<p>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</p>				

<p>Marriage and Civil Partnership</p>	<p>No impact to this group as a direct consequence from the decision</p>	<p>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.</p>	<p>As there are no perceptible potential impacts arising from this decision to people with marital/civil partnership status, no appropriate data has been identified</p>						
<p>Gender reassignment</p>	<p>No impact to this group as a direct consequence from the decision</p>	<p>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 Cowes Primary School which provide specific functions to (any potential) children within this protected characteristic. 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.</p>	<p>As there are no perceptible potential impacts arising from this decision to people experiencing gender reassignment, no appropriate data has been identified</p>						
<p>Deprivation & inequality (added to form part of the assessment while not being a protected characteristic)</p>	<p>Negative Due to the ongoing cost of living crisis it is recommended to look at the impacts this could have on families, especially those with</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>The council will work with affected schools (both of proposed closure or in receipt</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</p>	<ul style="list-style-type: none"> i) 2019 Indices of Deprivation – showing the Island being in top 30% of deprivation nationally ii) Isle of Wight joint strategic needs assessment (JSNA), showing that Cowes to be a less deprived area both locally (in the context of the Isle of Wight) and nationally iii) Income deprivation affecting children index (IDACI) iv) Consultation responses 	<p>Deprivation data, both nationally and locally, is well documented. This may not, however,</p>	<p>There has been a range of consultation events so far: - Drop-in sessions - Working with staff of</p>	<p>Support to families with uniforms – while there is no policy to provide new school uniform, the local authority</p>	

	<p>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>Cowes West (locality) and Cowes Primary (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 locality of Cowes West, where Cowes Primary is situated and its planning area is, ranks averagely for a deprivation decile score of 7 (where 1 is the most deprived and 9 is the least deprived) when looking at its lower super output areas (LSOAs).</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>25% of Cowes Primary pupils are in Band F to A (top 37.5 most deprived areas), with 75% of pupils in the (least deprived) band (G). This means that 25% of pupils at Cowes Primary are eligible for deprivation funding from the government. Cowes Primary ranks low on deprivation scores across multiple subsections when compared to other Isle of Wight primary schools.</p>	<p>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>are expressing concern over the financial strain that moving schools may raise.</p>		<p>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>affected schools</p> <ul style="list-style-type: none"> - 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>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>
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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

<p>Head of Service/Director/Headteacher sign off & date:</p>	<p>Name: Date:</p>
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Legal sign off & date:

Name:
Date: