### Appendix 19 (1) - Equality Impact Assessment – Staffing Impacts of 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:

- (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. (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 Director for Education, Access & Inclusion	
Directorate and Team/School Name:	
Children's Social Care	
Name, aim, objective and expected outcome of the programme/ activity:	
Name: School Place Planning Consultation – Arreton Church of England Primary School – Staffing Impacts Aim: Proposed school closure 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 sta 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.	ge of consultation, which is to proceed to the issuing of the statutor
Reason for Equality Impact Asessment (tick as appropriate)	
This is a <b>new</b> policy/strategy/service/system function proposal	
This is a proposal for a <b>change</b> to a policy/strategy/service/system function proposal function (check whether the original decision was equality impact assessed)	
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	Does the proposal have	How will you	What concerns	What evidence,	Are there any	How will you make	What adjustments have
	(before mitigation/intervention)	the potential to cause	advance the	have been raised to	analysis or data	gaps in	communication	been put in place to
	and why?	unlawful discrimination	equality of	date during	has been used to	evidence to	accessible for this	reduce/advance the
		(is it possible that the	opportunity and to	consultation (or	substantiate your	properly assess	group?	inequality? (Where it
		proposal may	foster good	early discussions)	answer?	the impact? How		cannot be diminished,
		exclude/restrict this	relations between	and what action		will this be		can this be legally
		group from obtaining	people who share a	taken to date?		addressed?		justified?)
		services or limit their	protected					,
		participation in any	characteristic and					
		aspect of public life?)	people who do not.					

	I							
Age (restrictions/difficulties both younger/older)	Negative impact  There will be impacts to all ages (18 – 65+ inclusive) as the proposal to close Arreton CE Primary will affect the employment status of staff at this school.  Arreton CE Primary has 2 members of staff aged 60+. Older staff may find it more challenging to secure new employment due to age-related biases or may impact on their retirement plans (either retiring earlier or working longer to compensate for loss of income).	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  Data on HR staffing figures showing age breakdown of staff.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school.		Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	No impact based on full consultation and data available	There are no staff who currently work at Arreton CE Primary who are known to have registered as having a disability (either mental or physical). However, there may be a gap in the data and any disabilities raised during the individual consultation will be reviewed and reasonable adjustments put in place as necessary.	There is no data showing staff at this school who have identified themselves as having a disability. However, if any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  Data on HR staffing figures showing whether staff members have a stated disability.	Responses by staff who are affected by a proposed school closure can be identified, and this has been analysed to understand stated impacts to protected characteristics.  However, the question of "how will this affect you	All staff will be provided with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations will be tailored to the individual to suit them and their preferences. All care will be taken to accommodate staff affected by the potential	Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to menta health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact based on full consultation and data available	All staff who currently work at Arreton CE Primary identify as either White British or White English as their ethnicity and British as their nationality. The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  Data on HR staffing figures showing ethnicity and nationality of staff members.	as a staff member?" specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the	closure process.	N/A – to be reviewed if raised at staff consultation
<b>Religion or belief</b> (different faith groups/those without a faith)	Potential negative impacts  Arreton CE Primary is a Church of England school. The closure of this school would negatively impact staff who wish to specifically work at a faith/Church of England school.	There is no available information on the personal religious belief of staff at Arreton CE Primary. However, by the fact that Arreton is a Church of England school it can be assumed (supported by comments made in the public consultation) that for many staff this is an intentional choice.	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the redeployment process.	There have been concerns raised by staff over the closure of the school in limiting choice of Church of England schools both in the locality (Newport) and on the Island – for both pupils and staff who wish to	Responses during the consultation period	full impacts on staff.		The council would support staff who are redeployed or looking for alternative employment but there is no guarantee that this could be at a faith/Church of England school

			I	work at a C of E		
		The council would support staff who are redeployed or looking for alternative employment but there is no guarantee that this could be at a faith/Church of England school – meaning there is potential for negative impacts.		work at a C of E school		
Sex (Including Trans and non-binary – is your language inclusive of trans and non-binary people?)	Negative impacts  Females will be disproportionately affected by the decision as the overwhelming majority of school staff are women (91%) based on staffing figures for Arreton CE Primary.	Women will be disproportionately affected (evidenced by staffing data on gender) by the proposed closure as this would affect employment status.  All staff will be supported through a redeployment process if the decision to close the school were to be taken.  The gender of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.		No concerns have been raised in relation to sex during the consultation feedback to date. However, it is well evidenced that women will be disproportionately affected by any decision due to the staffing breakdown of the school.	Responses during the consultation period  School staffing data for Arreton CE Primary which shows that 91% of staff are female.	HR support will be provided to the predominantly female staff through the closure process if the decision were to be taken.
Sexual orientation (is your language inclusive of LGB groups?)	No impact or concern has been raised during the consultation to date	Sexual orientation does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  Analysis of responses to consultation to date show no staff member has raised concern about these impacts but if any are raised during the staff consultation process, they will be reviewed accordingly.	N/A	No concerns have been raised to date through public consultation in relation to sexual orientation.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Pregnancy and maternity	No identified impacts  There is no information available currently showing that any staff are pregnant or will be on maternity leave.  If any staff are pregnant or on maternity leave during the relevant period, specific support from HR will be provided to these individuals. There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with legislation.	Pregnancy and maternity will be taken into consideration and relevant legislation will be applied to ensure no unlawful discrimination.  Analysis of responses to the consultation to date show no staff member has raised concern about these impacts. If any are raised during the staff consultation process, they will be reviewed accordingly. The staff FAQs address this issue.	If any staff are pregnant or on maternity leave during the relevant period, specific support from HR will be provided to these individuals in accordance with legislation. Individual sessions would be held with these member(s) of staff to understand their needs and how best to support them.	No concerns have been raised to date through public consultation in relation to pregnancy and maternity status.	Responses during the consultation period	There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with legislation (The Equality Act 2010 and Maternity and Parental Leave etc. Regulations 1999)
Marriage and Civil Partnership	No impact or concern has been raised during the consultation to date	Marital or civil partnership status does not inform any part of the recruitment process for school staffing	N/A	No concerns have been raised to date through public consultation in	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation

		so no impact is expected but will be addressed if raised during staff consultation.		relation to marriage and civil partnership.				
Gender reassignment	No impact or concern has been raised during the consultation to date	Gender reassignment status does not inform any part of the recruitment process for school staffing no negative impact in this regard but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to gender reassignment.	Responses during the consultation period			N/A – to be reviewed if raised at staff consultation
	the groups, you will need to review data, stati come from an evidence base and not through		data, complaints data,	staffing data ( <u>SAPHRre</u> p	<u>oorts@iow.gov.uk</u> ), cor	nmunity/client data, f	eedback from focus groups	s etc. When assessing the
H. Review								
	with a wide range of protected characteric various forms of public consultation to date – ion.	•	_		-	ıal consultation with ı	relevant staff and this impa	act assessment will be
Date of next review:								
H. Sign-off								
Head of Service/Director/Head	Iteacher sign off & date:		Name Date:					
Legal sign off & date:			Name Date:					

# Appendix 19 (2) - Equality Impact Assessment – Staffing Impacts of Proposed Closure of Brading 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:

- (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; (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.

**Naomi Carter** 

Service Director for Education, Access & Inclusion

**Directorate and Team/School Name:** 

Children's Social Care

Name, aim, objective and expected outcome of the programme/ activity:

Name: School Place Planning Consultation – Brading Church of England Primary School – Staffing Impacts

Aim: 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.

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.

notice. This will provide further opportunity for parents, pupils, start, 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.											
Re	eason for Equality Impact Asessment (t	tick as appropriate)									
This is a <b>new</b> policy/strategy/service/system function proposal											
This is a proposal for a <b>change</b> to a	a policy/strategy/service/system function p	proposal function (check whethe	r the original decision w	as equality impact asses	sed)						
Removal of a policy/strategy/service	ce/system function proposal					<b>✓</b>					
Commencing any project/program	me										
Equality and Diversity considerate	tions										
Describe the ways in which the gro	ups below may be impacted by your activi	ity ( <b>prior to mitigation</b> ). The im	pact may be negative, p	oositive 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 exclude/restrict this group from obtaining	How will you advance the equality of opportunity and to foster good relations between people who share a	What concerns have been raised to date during consultation (or early discussions) and what action taken to date?	What evidence, analysis or data has been used to substantiate your answer?	Are there any gaps in evidence to properly assess the impact? How will this be addressed?	How will you make communication accessible for this group?	What adjustments have been put in place to reduce/advance the inequality? (Where it cannot be diminished, can this be legally justified?)			

		services or limit their participation in any aspect of public life?)	protected characteristic and people who do not.					
Age (restrictions/difficulties both younger/older)	Negative impact  There will be impacts to all ages (18 – 65+ inclusive) as the proposal to close Brading CE Primary will affect the employment status of staff at this school.  Brading CE Primary has 4 members of staff aged 60+. Older staff may find it more challenging to secure new employment due to age-related biases or may impact on their retirement plans (either retiring earlier or working longer to compensate for loss of income).	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  Data on HR staffing figures showing age breakdown of staff.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school. Responses by staff who are	All staff will be provided	Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	No impact based on full consultation and data available	There are no staff who currently work at Brading CE Primary who are known to have registered as having a disability (either mental or physical). However, there may be a gap in the data and any disabilities raised during the individual consultation will be reviewed and reasonable adjustments put in place as necessary.	There is no data showing staff at this school who have identified themselves as having a disability. However, if any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  Data on HR staffing figures showing whether staff members have a stated disability.	affected by a proposed school closure can be identified, and this has been analysed to understand stated impacts to protected characteristics.  However, the question of "how will this affect you as a staff member?"	with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations will be tailored to the individual to suit them and their preferences. All care will be taken to accommodate staff affected by the potential closure process.	Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to mental health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact based on full consultation and data available	All staff who currently work at Brading CE Primary identify as either White British or White English as their ethnicity and British as their nationality. The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  Data on HR staffing figures showing ethnicity and nationality of staff members.	specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the full impacts on staff.		N/A – to be reviewed if raised at staff consultation
Religion or belief (different faith groups/those without a faith)	Potential negative impacts  Brading CE Primary is a Church of England school. The closure of this school would negatively impact staff who wish to specifically work at a faith/Church of England school.	There is no available information on the personal religious belief of staff at Brading CE Primary. However, by the fact that Brading is a Church of England school it can be assumed (supported by comments made in the	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the	There have been concerns raised by staff over the closure of the school in limiting choice of Church of England schools both in the locality (Sandown & Shanklin) and on the	Responses during the consultation period			The council would support staff who are redeployed or looking for alternative employment but there is no guarantee that this could be at a faith/Church of England school

		public consultation) that for	redeployment	Island – for both			
		many staff this is an	process.	pupils and staff who			
		intentional choice.	p. 00000.	wish to work at a C of			
				E school			
		The council would support					
		staff who are redeployed or					
		looking for alternative					
		employment but there is no					
		guarantee that this could be					
		at a faith/Church of England					
		school – meaning there is					
		potential for negative					
		impacts.					
		Women will be					
		disproportionately affected					
		(evidenced by staffing data		No series bere			
		on gender) by the proposed closure as this would affect		No concerns have been raised in			
		employment status.		relation to sex during	Responses during		
	Negative impacts	employment status.		the consultation	the consultation		
	110gative impacts	All staff will be supported		feedback to date.	period		HR support will be
Sex	Females will be disproportionately	through a redeployment		However, it is well	ροπου		provided to the
(Including Trans and non-binary –	affected by the decision as the	process if the decision to		evidenced that	School staffing data		predominantly female
is your language inclusive of trans	overwhelming majority of school staff	close the school were to be		women will be	for Brading CE		staff through the closure
and non-binary people?)	are women (90%) based on staffing	taken.		disproportionately	Primary which		process if the decision
	figures for Brading CE Primary.			affected by any	shows that 90% of		were to be taken.
		The gender of an individual		decision due to the	staff are female.		
		does not inform any part of		staffing breakdown of			
		the recruitment process for		the school.			
		school staffing so there					
		would be no impact in this					
		regard to redeployment.					
		Sexual orientation does not					
		inform any part of the recruitment process for					
		school staffing so there					
		would be no impact in this					
		regard to redeployment.		No concerns have			
		l logara to reaction incine		been raised to date			
Sexual orientation	No impact or concern has been	Analysis of responses to	NI/A	through public	Responses during		N/A – to be reviewed if
(is your language inclusive of LGB	raised during the consultation to date	consultation to date show no	N/A	consultation in	the consultation		raised at staff
groups?)		staff member has raised		relation to sexual	period		consultation
		concern about these impacts		orientation.			
		but if any are raised during					
		the staff consultation					
		process, they will be					
		reviewed accordingly.					
		Pregnancy and maternity will	If any staff are				
	No identified impacts	be taken into consideration	pregnant or on				
	There is no information available	and relevant legislation will	maternity leave				
	There is no information available	be applied to ensure no	during the relevant				There is additional
	currently showing that any staff are pregnant or will be on maternity	unlawful discrimination.	period, specific	No concerns have			protection for staff who
	leave.		support from HR will	been raised to date			are pregnant or on
	icave.	Analysis of responses to the	be provided to these	through public			maternity leave (up to 18
Pregnancy and maternity	If any staff are pregnant or on	consultation to date show no	individuals in	consultation in	Responses during		months post birth) in
- regiment, and materinity	maternity leave during the relevant	staff member has raised	accordance with	relation to pregnancy	the consultation		accordance with
	period, specific support from HR will	concern about these	legislation. Individual	and maternity status.	period		legislation (The Equality
	be provided to these individuals.	impacts. If any are raised	sessions would be held with these	[			Act 2010 and Maternity and Parental Leave etc.
	There is additional protection for staff	during the staff consultation process, they will be	member(s) of staff to				Regulations 1999)
	who are pregnant or on maternity	reviewed accordingly. The	understand their				Negulations (999)
	leave (up to 18 months post birth) in	staff FAQs address this	needs and how best				
	accordance with legislation.	issue.	to support them.				
		10000.	to support triorit.	l .	L		l

Marriage and Civil Partnership	No impact or concern has been raised during the consultation to date	Marital or civil partnership status does not inform any part of the recruitment process for school staffing so no impact is expected but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to marriage and civil partnership.	Responses during the consultation period			N/A – to be reviewed if raised at staff consultation
Gender reassignment	No impact or concern has been raised during the consultation to date	Gender reassignment status does not inform any part of the recruitment process for school staffing no negative impact in this regard but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to gender reassignment.	Responses during the consultation period			N/A – to be reviewed if raised at staff consultation
	groups, you will need to review data, stati e from an evidence base and not through		data, complaints data,	staffing data ( <u>SAPHRre</u>	oorts@iow.gov.uk), com	ımunity/client data,	feedback from focus group	s etc. When assessing the
How are you engaging people with	n a wide range of protected characteri	stics in the development, revie	ew and/or monitoring	of the programme/ acti	ivity?			
Engagement has been through vario reviewed with any new information.	ous forms of public consultation to date –	including physical surveys, onlin	ne forms, drop-in event	s for each affected school	ol. There will be individu	al consultation with	relevant staff and this impa	act assessment will be
Date of next review:								
H. Sign-off								

Name:

Date:

Name: Date:

Head of Service/Director/Headteacher sign off & date:

Legal sign off & date:

### Appendix 19 (3) - Equality Impact Assessment – Staffing Impacts of 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:

- (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.

**Naomi Carter** 

Service Director for Education, Access & Inclusion

**Directorate and Team/School Name:** 

Children's Social Care

Name, aim, objective and expected outcome of the programme/ activity:

Name: School Place Planning Consultation - Cowes Primary School - Staffing Impacts

and whv?

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.

unlawful discrimination

(is it possible that the

exclude/restrict this

proposal may

Expected outcome: To provide	clarity that all information has been revi	iewed, considered and ensur	e Cabinet are inform	ned in their decision makir	ng process.			
	Reason for Equality Impact Asessment (	tick as appropriate)						
This is a <b>new</b> policy/strategy/serv	/ice/system function proposal							
This is a proposal for a <b>change</b> to	o a policy/strategy/service/system function p	proposal function ( <i>check wheth</i>	er the original decisio	n was equality impact asses	ssed)			
Removal of a policy/strategy/ser	vice/system function proposal					<b>✓</b>		
Commencing any project/progra	mme							
<b>Equality and Diversity conside</b>	rations							
Describe the ways in which the g	roups below may be impacted by your activ	vity ( <b>prior to mitigation</b> ). The in	npact may be negativ	e, positive or no impact.				
Protected Characteristic	Negative, positive or no impact (before mitigation/intervention)	Does the proposal have the potential to cause	How will you advance the	What concerns have been raised to	What evidence, analysis or data	Are there any gaps in	How will you make communication	What adjustments have been put in place to

date during

consultation (or

early discussions)

evidence to

properly assess

the impact? How

has been used to

substantiate vour

answer?

accessible for this

group?

reduce/advance the

inequality? (Where it

cannot be diminished,

equality of

foster good

opportunity and to

relations between

		group from obtaining services or limit their participation in any aspect of public life?)	people who share a protected characteristic and people who do not.	and what action taken to date?		will this be addressed?		can this be legally justified?)
Age (restrictions/difficulties both younger/older)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.  There is no data at present to show the numbers of staff who may fall into these more at risk groups – the impact will be updated as more information becomes available.	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  At the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school. Responses by staff who are affected by a proposed school closure can be identified, and this has been analysed to understand stated impacts to protected characteristics.  However, the question of "how will this affect you are a staff."	All staff will be provided with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations will be tailored to the individual to suit them	Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	There are no staff who currently work at Cowes Primary who are known to have registered as having a disability (either mental or physical). However, there may be a gap in the data and any disabilities raised during the individual consultation will be reviewed and reasonable adjustments put in place as necessary.	There is no data showing staff at this school who have identified themselves as having a disability. However, if any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  At the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	as a staff member?" specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the full impacts on staff.  At the present time, there is no staffing data for Cowes Primary.	individual to suit them and their preferences. All care will be taken to accommodate staff affected by the potential closure process.	Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to mental health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	All staff who currently work at Cowes Primary identify as either White British or White English as their ethnicity and British as their nationality.  The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  At the present time, there is no staffing data for Cowes Primary.	This will be updated throughout the process when more data becomes available.		N/A – to be reviewed if raised at staff consultation

					This will be updated throughout the process when more data becomes available.	
Religion or belief (different faith groups/those without a faith)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	There is no available information on the personal religious belief of staff at Cowes Primary. However, there have been no recorded concerns regarding religion or faith to date in any of the consultations. Cowes Primary is not a religious or faith school and all other schools within the locality (Cowes West) are secular, too. There are unlikely to be any impacts arising from this area but this will need to be reviewed when more information is available.	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the redeployment process.	There have been no concerns raised by staff in regard to potential impacts to this protected characteristic of religion or belief.	Responses during the consultation period	The council would support staff who are redeployed or looking for alternative employment
Sex (Including Trans and non-binary – is your language inclusive of trans and non-binary people?)	Negative impacts  Females are likely to be disproportionately affected by the decision as the overwhelming majority of school staff are women (75%) based on national staffing figures. At the present time, there is no staffing data for Cowes Primary.	Women will be disproportionately affected (evidenced by staffing data on gender nationally) by the proposed closure as this would affect employment status.  All staff will be supported through a redeployment process if the decision to close the school were to be taken.  The gender of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.		No concerns have been raised in relation to sex during the consultation feedback to date. However, it is well evidenced that women will be disproportionately affected by any decision due to the staffing breakdown of the school.	Responses during the consultation period  At the present time, there is no staffing data for Cowes Primary.  This will be updated throughout the process when more data becomes available.	HR support will be provided to the predominantly female staff through the closure process if the decision were to be taken.
Sexual orientation (is your language inclusive of LGB groups?)	No impact or concern has been raised during the consultation to date	Sexual orientation does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  Analysis of responses to consultation to date show no staff member has raised concern about these impacts but if any are raised during the staff consultation process, they will be reviewed accordingly.	N/A	No concerns have been raised to date through public consultation in relation to sexual orientation.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Pregnancy and maternity	No identified impacts  There is no information available currently showing that any staff are	Pregnancy and maternity will be taken into consideration and relevant legislation will	If any staff are pregnant or on maternity leave during the relevant	No concerns have been raised to date through public consultation in		There is additional protection for staff who are pregnant or on maternity leave (up to 18

	pregnant or will be on maternity leave.  If any staff are pregnant or on maternity leave during the relevant	be applied to ensure no unlawful discrimination.  Analysis of responses to the consultation to date show no	period, specific support from HR will be provided to these individuals in accordance with	relation to pregnancy and maternity status.	Responses during the consultation period	months post birth) in accordance with legislation (The Equality Act 2010 and Maternity and Parental Leave etc.
	period, specific support from HR will be provided to these individuals. There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with legislation.	staff member has raised concern about these impacts. If any are raised during the staff consultation process, they will be reviewed accordingly. The staff FAQs address this issue.	legislation. Individual sessions would be held with these member(s) of staff to understand their needs and how best to support them.			Regulations 1999)
Marriage and Civil Partnership	No impact or concern has been raised during the consultation to date	Marital or civil partnership status does not inform any part of the recruitment process for school staffing so no impact is expected but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to marriage and civil partnership.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Gender reassignment	No impact or concern has been raised during the consultation to date	Gender reassignment status does not inform any part of the recruitment process for school staffing no negative impact in this regard but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to gender reassignment.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation

impact, the assessment should come from an evidence base and not through opinion or self-knowledge.

### 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?

Engagement has been through various forms of public consultation to date - including physical surveys, online forms, drop-in events for each affected school. There will be individual consultation with relevant staff and this impact assessment will be reviewed with any new information.

Date of next review:

H. Sign-off							
Head of Service/Director/Headteacher sign off & date:	Name:						
Thomas of Control 2 in Control	Date:						
Legal sign off & date:	Name: Date:						

# Appendix 19 (4) - Equality Impact Assessment – Staffing Impacts of Proposed Closure of Godshill 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:

- (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; (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.

**Naomi Carter** 

Service Director for Education, Access & Inclusion

**Directorate and Team/School Name:** 

Children's Social Care

Name, aim, objective and expected outcome of the programme/ activity:

Name: School Place Planning Consultation - Godshill Primary School - Staffing Impacts

Aim: Proposed closure of Godshill Primary School, with pupils offered a school place at Niton Primary School or St Francis Roman Catholic and Church of England School through the use of existing and additional temporary accommodation (or be able to preference an alternative school).

group from obtaining

notice. This will provide furthe	is to assess the findings of the first stag r opportunity for parents, pupils, staff, st e clarity that all information has been revi	akeholders and wider commu	unity to give their view	s and raise any objection	ons	ige of consultation,	which is to proceed to t	the issuing of the statutory
	Reason for Equality Impact Asessment (	tick as appropriate)						
This is a <b>new</b> policy/strategy/ser	vice/system function proposal				'			
This is a proposal for a <b>change</b> t	o a policy/strategy/service/system function p	proposal function (check whether	er the original decision w	as equality impact asses	ssed)			
Removal of a policy/strategy/ser	vice/system function proposal					<b>✓</b>		
Commencing any project/progra	amme							
<b>Equality and Diversity conside</b>	rations							
Describe the ways in which the g	roups below may be impacted by your activ	ity ( <b>prior to mitigation</b> ). The in	npact may be negative, p	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 exclude/restrict this	How will you advance the equality of opportunity and to foster good relations between	What concerns have been raised to date during consultation (or early discussions) and what action	What evidence, analysis or data has been used to substantiate your answer?	Are there any gaps in evidence to properly assess the impact? How will this be	How will you make communication accessible for this group?	What adjustments have been put in place to reduce/advance the inequality? (Where it cannot be diminished, can this be legally

people who share a | taken to date?

addressed?

iustified?)

	1	aamsiaaa an linsii ilasii	munta at - d	<u> </u>	T	<u> </u>	I	
		services or limit their participation in any	protected characteristic and					
		aspect of public life?)	people who do not.					
Age (restrictions/difficulties both younger/older)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.  There is no data at present to show the numbers of staff who may fall into these more at risk groups – the impact will be updated as more information becomes	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  At the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school. Responses by staff who are affected by a proposed school closure can be identified, and this has been analysed to understand stated impacts to protected characteristics.  However, the question of "how	All staff will be provided with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations	Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	There are no staff who currently work at Godshill Primary who are known to have registered as having a disability (either mental or physical). However, there may be a gap in the data and any disabilities raised during the individual consultation will be reviewed and reasonable adjustments put in place as necessary.	There is no data showing staff at this school who have identified themselves as having a disability. However, if any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  At the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	will this affect you as a staff member?" specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the full impacts on staff.  At the present time, there is no staffing data for Godshill Primary.	individual consultations will be tailored to the individual to suit them and their preferences. All care will be taken to accommodate staff affected by the potential closure process.	Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to mental health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	All staff who currently work at Godshill Primary identify as either White British or White English as their ethnicity and British as their nationality. The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  At the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the	This will be updated throughout the process when more data becomes available.		N/A – to be reviewed if raised at staff consultation

Religion or belief (different faith groups/those without a faith)	No impact based on consultation to date  N.B at the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes	There is no available information on the personal religious belief of staff at Godshill Primary. However, there have been no recorded concerns regarding religion or faith to date in any of the consultations. Godshill Primary is not a religious or faith school and all other schools within the locality (Ventnor) are secular, too. There are unlikely to be any impacts	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the redeployment	There have been no concerns raised by staff in regard to potential impacts to this protected characteristic of religion or belief.	process when more data becomes available.  Responses during the consultation period	The council would support staff who are redeployed or looking for alternative employment
	available.	arising from this area but this will need to be reviewed when more information is available.  Women will be	process.			
Sex (Including Trans and non-binary – is your language inclusive of trans and non-binary people?)	Negative impacts  Females are likely to be disproportionately affected by the decision as the overwhelming majority of school staff are women (75%) based on national staffing figures. At the present time, there is no staffing data for Godshill Primary.	disproportionately affected (evidenced by staffing data on gender nationally) by the proposed closure as this would affect employment status.  All staff will be supported through a redeployment process if the decision to close the school were to be taken.  The gender of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.		No concerns have been raised in relation to sex during the consultation feedback to date. However, it is well evidenced that women will be disproportionately affected by any decision due to the staffing breakdown of the school.	Responses during the consultation period  At the present time, there is no staffing data for Godshill Primary.  This will be updated throughout the process when more data becomes available.	HR support will be provided to the predominantly female staff through the closure process if the decision were to be taken.
Sexual orientation (is your language inclusive of LGB groups?)	No impact or concern has been raised during the consultation to date	Sexual orientation does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  Analysis of responses to consultation to date show no staff member has raised concern about these impacts but if any are raised during the staff consultation process, they will be reviewed accordingly.	N/A	No concerns have been raised to date through public consultation in relation to sexual orientation.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Pregnancy and maternity	No identified impacts  There is no information available currently showing that any staff are pregnant or will be on maternity leave.	Pregnancy and maternity will be taken into consideration and relevant legislation will be applied to ensure no unlawful discrimination.	If any staff are pregnant or on maternity leave during the relevant period, specific support from HR will	No concerns have been raised to date through public consultation in relation to pregnancy and maternity status.	Responses during the consultation period	There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with

	If any staff are pregnant or on	consultation to date show no	individuals in					Act 2010 and Maternity
	maternity leave during the relevant	staff member has raised	accordance with					and Parental Leave etc.
	period, specific support from HR will	concern about these	legislation. Individual					Regulations 1999)
	be provided to these individuals.	impacts. If any are raised	sessions would be					(Negulations 1999)
	There is additional protection for staff	during the staff consultation	held with these					
		, •	member(s) of staff to					
	who are pregnant or on maternity	process, they will be	` '					
	leave (up to 18 months post birth) in	reviewed accordingly. The	understand their					
	accordance with legislation.	staff FAQs address this	needs and how best					
		issue.	to support them.					
		Marital or civil partnership		No concerns have				
		status does not inform any		been raised to date				
l	No impact or concern has been	part of the recruitment		through public	Responses during			N/A – to be reviewed if
Marriage and Civil Partnership	raised during the consultation to date	process for school staffing	N/A	consultation in	the consultation			raised at staff
	raioca daring the constitution to date	so no impact is expected but		relation to marriage	period			consultation
		will be addressed if raised		and civil partnership.				
		during staff consultation.		and own partitionship.				
		Gender reassignment status		No concerns have				
		does not inform any part of		been raised to date				
Gender reassignment	No impact or concern has been	the recruitment process for		through public	Responses during			N/A – to be reviewed if
Gender reassignment		school staffing no negative	N/A	consultation in	the consultation			raised at staff
	raised during the consultation to date	impact in this regard but will			period			consultation
		be addressed if raised		relation to gender				
		during staff consultation.		reassignment.				
	groups, you will need to review data, stati ne from an evidence base and not through		r data, complaints data,	Stanning data ( <u>Gra Frivier</u>	oris@iow.gov.uic/, con	imamity/olient data, i	ecuback from focus groups	octo. When assessing the
How are you engaging people wi	th a wide range of protected characteri	stics in the development, revi	ew and/or monitoring	of the programme/ acti	vity?			
Engagement has been through vari reviewed with any new information.	ious forms of public consultation to date –	including physical surveys, onli	ne forms, drop-in events	s for each affected schoo	I. There will be individu	ıal consultation with ı	relevant staff and this impa	ct assessment will be
Date of next review:								
H. Sign-off								
Head of Service/Director/Headtea	acher sign off & date:		Name	e:				
Ticad of October Director/Headles	ionor sign on a date.		Date:					
Legal sign off & date:			Name Date:					
Legai sigii vii & uate.			Date.					
1								

legislation (The Equality

Analysis of responses to the be provided to these

# Appendix 19 (5) - Equality Impact Assessment – Staffing Impacts Proposed Closure of Oakfield 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:

- (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; (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.

**Naomi Carter** 

Service Director for Education, Access & Inclusion

**Directorate and Team/School Name:** 

Children's Social Care

Name, aim, objective and expected outcome of the programme/ activity:

Name: School Place Planning Consultation - Oakfield Church of England Primary School - Staffing Impacts

Aim: Proposed closure of Oakfield Church of England Primary School - all pupils would be offered a school place at Greenmount or St Mary's Catholic primary schools (or able to preference an alternative school).

Objective: The aim of this FIA is to assess the findings of the first stage of consultation and clarify if there are any significant issues to provent moving to the next stage of consultation, which is to proceed to the issuing of the statutory

	to assess the findings of the first stag pportunity for parents, pupils, staff, st					ige of consultation,	which is to proceed to	the issuing of the statutory
Expected outcome: To provide cl	arity that all information has been revi	ewed, considered and ensure	Cabinet are informed	in their decision makir	ng process.			
Re	ason for Equality Impact Asessment (	tick as appropriate)						
This is a <b>new</b> policy/strategy/service	e/system function proposal							
This is a proposal for a <b>change</b> to a	policy/strategy/service/system function p	proposal function (check whethe	er the original decision w	as equality impact asses	ssed)			
Removal of a policy/strategy/service	e/system function proposal					<b>✓</b>		
Commencing any project/programm	ne							
Equality and Diversity considerat	ions							
Describe the ways in which the grou	ips below may be impacted by your activ	ity ( <b>prior to mitigation</b> ). The in	npact may be negative, p	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 exclude/restrict this group from obtaining services or limit their	How will you advance the equality of opportunity and to foster good relations between people who share a protected	What concerns have been raised to date during consultation (or early discussions) and what action taken to date?	What evidence, analysis or data has been used to substantiate your answer?	Are there any gaps in evidence to properly assess the impact? How will this be addressed?	How will you make communication accessible for this group?	What adjustments have been put in place to reduce/advance the inequality? (Where it cannot be diminished, can this be legally justified?)

		participation in any aspect of public life?)	characteristic and people who do not.					
Age (restrictions/difficulties both younger/older)	Negative impact  There will be impacts to all ages (18 – 65+ inclusive) as the proposal to close Oakfield CE Primary will affect the employment status of staff at this school.  Oakfield CE Primary has 9 members of staff aged 60+. Older staff may find it more challenging to secure new employment due to age-related biases or may impact on their retirement plans (either retiring earlier or working longer to compensate for loss of income).	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  Data on HR staffing figures showing age breakdown of staff.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school. Responses by staff who are	All staff will be provided with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations will be tailored to the individual to suit them and their preferences. All care will be taken to accommodate staff	Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	Potential negative impact  Based on staffing figures.	Numbers of staff with a disability is so low as to allow possible identification – therefore, numbers will not be provided in this EIA.  While this does not represent a disproportionate impact on staff, any possible redeployment processes must be mindful to the needs of staff and take into account the Equality Act 2010 to ensure they are not discriminated against or disadvantaged by the process.	If any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  Data on HR staffing figures showing whether staff members have a stated disability.	affected by a proposed school closure can be identified, and this has been analysed to understand stated impacts to protected characteristics.  However, the question of "how will this affect you as a staff		Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to mental health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact based on full consultation and data available	All staff who currently work at Oakfield CE Primary identify as either White British or White English as their ethnicity and British as their nationality. The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  Data on HR staffing figures showing ethnicity and nationality of staff members.	member?" specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the full impacts on		N/A – to be reviewed if raised at staff consultation
Religion or belief (different faith groups/those without a faith)	Potential negative impacts  Oakfield CE Primary is a Church of England school. The closure of this school would negatively impact staff who wish to specifically work at a faith/Church of England school.	There is no available information on the personal religious belief of staff at Oakfield CE Primary. However, by the fact that Oakfield is a Church of England school it can be assumed (supported by comments made in the public consultation) that for	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the redeployment process.	There have been concerns raised by staff over the closure of the school in limiting choice of Church of England schools both in the locality (Ryde) and on the Island – for both pupils and staff	Responses during the consultation period	staff.		The council would support staff who are redeployed or looking for alternative employment but there is no guarantee that this could be at a faith/Church of England school

		many staff this is an		who wish to work at a			
		intentional choice.		C of E school			
		The council would support					
		staff who are redeployed or					
		looking for alternative					
		employment but there is no guarantee that this could be					
		at a faith/Church of England					
		school – meaning there is					
		potential for negative					
		impacts.					
		Women will be					
		disproportionately affected					
		(evidenced by staffing data on gender) by the proposed		No concerns have			
		closure as this would affect		been raised in			
		employment status.		relation to sex during	Responses during		
	Negative impacts			the consultation	the consultation		HR support will be
Sex	Familia will be Record Co. 1	All staff will be supported		feedback to date.	period		provided to the
(Including Trans and non-binary –	Females will be disproportionately affected by the decision as the	through a redeployment process if the decision to		However, it is well evidenced that	School staffing data		predominantly female
is your language inclusive of trans	overwhelming majority of school staff	close the school were to be		women will be	for Oakfield CE		staff through the closure
and non-binary people?)	are women (83%) based on staffing	taken.		disproportionately	Primary which		process if the decision
	figures for Oakfield CE Primary.			affected by any	shows that 91% of		were to be taken.
		The gender of an individual		decision due to the	staff are female.		
		does not inform any part of		staffing breakdown of			
		the recruitment process for school staffing so there		the school.			
		would be no impact in this					
		regard to redeployment.					
		Sexual orientation does not					
		inform any part of the					
		recruitment process for school staffing so there					
		would be no impact in this					
		regard to redeployment.		No concerns have			
Sexual orientation				been raised to date	Responses during		N/A – to be reviewed if
(is your language inclusive of LGB	No impact or concern has been	Analysis of responses to	N/A	through public	the consultation		raised at staff
groups?)	raised during the consultation to date	consultation to date show no staff member has raised		consultation in	period		consultation
		concern about these impacts		relation to sexual orientation.			
		but if any are raised during		onontation.			
		the staff consultation					
		process, they will be					
		reviewed accordingly.					
	No identified increase	Pregnancy and maternity will	If any staff are				
	No identified impacts	be taken into consideration	pregnant or on				
	There is no information available	and relevant legislation will	maternity leave				
	currently showing that any staff are	be applied to ensure no	during the relevant				There is additional
	pregnant or will be on maternity	unlawful discrimination.	period, specific support from HR will	No concerns have			protection for staff who are pregnant or on
	leave.	Analysis of responses to the	be provided to these	been raised to date			maternity leave (up to 18
Prognancy and maternity	If any staff are program or on	consultation to date show no	individuals in	through public	Pecnancas during		months post birth) in
Pregnancy and maternity	If any staff are pregnant or on maternity leave during the relevant	staff member has raised	accordance with	consultation in relation to pregnancy	Responses during the consultation		accordance with
	period, specific support from HR will	concern about these	legislation. Individual	and maternity status.	period		legislation (The Equality
	be provided to these individuals.	impacts. If any are raised	sessions would be				Act 2010 and Maternity
	There is additional protection for staff	during the staff consultation process, they will be	held with these member(s) of staff to				and Parental Leave etc. Regulations 1999)
	who are pregnant or on maternity	reviewed accordingly. The	understand their				regulations (333)
	leave (up to 18 months post birth) in	staff FAQs address this	needs and how best				
	accordance with legislation.	issue.	to support them.				

Marriage and Civil Partnership	No impact or concern has been raised during the consultation to date	Marital or civil partnership status does not inform any part of the recruitment process for school staffing so no impact is expected but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to marriage and civil partnership.	Responses during the consultation period			N/A – to be reviewed if raised at staff consultation
Gender reassignment	No impact or concern has been raised during the consultation to date	Gender reassignment status does not inform any part of the recruitment process for school staffing no negative impact in this regard but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to gender reassignment.	Responses during the consultation period			N/A – to be reviewed if raised at staff consultation
	groups, you will need to review data, stati e from an evidence base and not through		data, complaints data,	staffing data ( <u>SAPHRre</u>	oorts@iow.gov.uk), com	ımunity/client data,	feedback from focus group	s etc. When assessing the
How are you engaging people with	n a wide range of protected characteri	stics in the development, revie	ew and/or monitoring	of the programme/ acti	ivity?			
Engagement has been through vario reviewed with any new information.	ous forms of public consultation to date –	including physical surveys, onlin	ne forms, drop-in event	s for each affected school	ol. There will be individu	al consultation with	relevant staff and this impa	act assessment will be
Date of next review:								
H. Sign-off								

Name:

Date:

Name: Date:

Head of Service/Director/Headteacher sign off & date:

Legal sign off & date:

# Appendix 19 (6) - Equality Impact Assessment – Staffing Impacts of Proposed Closure of Wroxall 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:

- (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; (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.

**Naomi Carter** 

Service Director for Education, Access & Inclusion

**Directorate and Team/School Name:** 

Children's Social Care

Name, aim, objective and expected outcome of the programme/ activity:

Name: School Place Planning – Wroxall Primary School – Staffing Impacts

Aim: Proposed closure of Wroxall Primary School, with pupils offered a school place at St Francis Roman Catholic and Church of England Primary School through the use of existing and additional temporary accommodation (or be 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.

notice. This will provide further of	iotice. This will provide further opportunity for parents, pupils, start, starteriotices 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.										
Rea	ason for Equality Impact Asessment (t	ick as appropriate)								
This is a <b>new</b> policy/strategy/service	This is a <b>new</b> policy/strategy/service/system function proposal									
This is a proposal for a <b>change</b> to a	policy/strategy/service/system function p	roposal function (check whethe	r the original decision w	as equality impact asses	ssed)					
Removal of a policy/strategy/service	e/system function proposal					<b>✓</b>				
Commencing any project/programn	ne									
Equality and Diversity considerate	ions									
Describe the ways in which the grou	ips below may be impacted by your activi	ty ( <b>prior to mitigation</b> ). The im	pact may be negative, p	oositive 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 exclude/restrict this group from obtaining	How will you advance the equality of opportunity and to foster good relations between people who share a	What concerns have been raised to date during consultation (or early discussions) and what action taken to date?	What evidence, analysis or data has been used to substantiate your answer?	Are there any gaps in evidence to properly assess the impact? How will this be addressed?	How will you make communication accessible for this group?	What adjustments have been put in place to reduce/advance the inequality? (Where it cannot be diminished, can this be legally justified?)		

		services or limit their participation in any aspect of public life?)	protected characteristic and people who do not.					
Age (restrictions/difficulties both younger/older)	Negative impact  There will be impacts to all ages (18 – 65+ inclusive) as the proposal to close Wroxall Primary will affect the employment status of staff at this school.  Wroxall Primary has 9 members of staff aged 60+. Older staff may find it more challenging to secure new employment due to age-related biases or may impact on their retirement plans (either retiring earlier or working longer to compensate for loss of income).	The proposal would not cause unlawful discrimination to any age group.  Each age group would be affected to the same degree. The age of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  However, some age groups (particularly those under 25 or over 60) may be more adversely affected as a result of this decision due to personal factors, such as the number of people who are financially dependent on that individual, which may be attributable in degree to the life stage of an individual.	Hold consultation with staff members who are affected by the proposal, if the decision for closure were to be taken, so their concerns can be understood.	No concerns related to age have been raised to date through consultation process.	Responses during the consultation period  Data on HR staffing figures showing age breakdown of staff.	Consultation responses to date have been collected via general comments to thoughts and feelings of closure to the school. Responses by staff who are	All staff will be provided with the opportunity for individual consultation sessions as part of the closure process, which will explore the protected characteristics in more detail. These individual consultations will be tailored to the individual to suit them and their preferences. All care will be taken to accommodate staff affected by the potential closure process.	Reasonable adjustments will be considered and implemented as necessary where any inequalities are identified.
Disability a) Physical b) Mental heath (must respond to both a & b)	No impact based on full consultation and data available	There are no staff who currently work at Wroxall Primary who are known to have registered as having a disability (either mental or physical). However, there may be a gap in the data and any disabilities raised during the individual consultation will be reviewed and reasonable adjustments put in place as necessary.	There is no data showing staff at this school who have identified themselves as having a disability. However, if any disabilities are clarified during individual staff consultation sessions, this opportunity can be used to understand their needs and how best to support them.	No concerns have been raised to date through public consultation.	Analysis of responses through consultation, as staff at affected schools can be identified.  Data on HR staffing figures showing whether staff members have a stated disability.	Responses by		Redeployment process for staff affected by the proposed closures  Members of staff have and will continue to be offered access to mental health first aiders and the employee assistance programme to access mental health support if they are worried and/or concerned about the proposals
Race (including ethnicity and nationality)	No impact or concern has been raised during the consultation to date	All staff who currently work at Wroxall Primary identify as either White British or White English as their ethnicity and British as their nationality. The proposed school closure does not appear to have any impact (positive or negative) on race.	N/A	No concerns have been raised to date through public consultation in relation to race.	Responses during the consultation period  Data on HR staffing figures showing ethnicity and nationality of staff members.	specifically has not yet been asked. Further consultation activity should ensure that this happens to understand the full impacts on staff.		N/A – to be reviewed if raised at staff consultation
Religion or belief (different faith groups/those without a faith)	No impact or concern has been raised during the consultation to date	There is no available information on the personal religious belief of staff at Wroxall Primary. However, there have been no recorded concerns regarding religion or faith to date in any of the consultations.	This will be discussed with staff at their individual consultation meetings and the staff can make this preference clear during the	There have been no concerns raised by staff in regard to potential impacts to this protected characteristic of religion or belief.	Responses during the consultation period			The council would support staff who are redeployed or looking for alternative employment

	I		redeployment			
			process.			
Sex (Including Trans and non-binary – is your language inclusive of trans and non-binary people?)	Negative impacts  Females will be disproportionately affected by the decision as the overwhelming majority of school staff are women (93%) based on staffing figures for Wroxall Primary.	Women will be disproportionately affected (evidenced by staffing data on gender) by the proposed closure as this would affect employment status.  All staff will be supported through a redeployment process if the decision to close the school were to be taken.  The gender of an individual does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.		No concerns have been raised in relation to sex during the consultation feedback to date. However, it is well evidenced that women will be disproportionately affected by any decision due to the staffing breakdown of the school.	Responses during the consultation period  School staffing data for Wroxall Primary which shows that 93% of staff are female.	HR support will be provided to the predominantly female staff through the closure process if the decision were to be taken.
Sexual orientation (is your language inclusive of LGB groups?)	No impact or concern has been raised during the consultation to date	Sexual orientation does not inform any part of the recruitment process for school staffing so there would be no impact in this regard to redeployment.  Analysis of responses to consultation to date show no staff member has raised concern about these impacts but if any are raised during the staff consultation process, they will be reviewed accordingly.	N/A	No concerns have been raised to date through public consultation in relation to sexual orientation.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Pregnancy and maternity	No identified impacts  There is no information available currently showing that any staff are pregnant or will be on maternity leave.  If any staff are pregnant or on maternity leave during the relevant period, specific support from HR will be provided to these individuals. There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with legislation.	Pregnancy and maternity will be taken into consideration and relevant legislation will be applied to ensure no unlawful discrimination.  Analysis of responses to the consultation to date show no staff member has raised concern about these impacts. If any are raised during the staff consultation process, they will be reviewed accordingly. The staff FAQs address this issue.	If any staff are pregnant or on maternity leave during the relevant period, specific support from HR will be provided to these individuals in accordance with legislation. Individual sessions would be held with these member(s) of staff to understand their needs and how best to support them.	No concerns have been raised to date through public consultation in relation to pregnancy and maternity status.	Responses during the consultation period	There is additional protection for staff who are pregnant or on maternity leave (up to 18 months post birth) in accordance with legislation (The Equality Act 2010 and Maternity and Parental Leave etc. Regulations 1999)
Marriage and Civil Partnership	No impact or concern has been raised during the consultation to date	Marital or civil partnership status does not inform any part of the recruitment process for school staffing so no impact is expected but will be addressed if raised during staff consultation.	N/A	No concerns have been raised to date through public consultation in relation to marriage and civil partnership.	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation
Gender reassignment	No impact or concern has been raised during the consultation to date	Gender reassignment status does not inform any part of the recruitment process for school staffing no negative impact in this regard but will	N/A	No concerns have been raised to date through public consultation in	Responses during the consultation period	N/A – to be reviewed if raised at staff consultation

be addressed	if raised relation to gender				
during staff con					
In order to identify the needs of the groups, you will need to review data, statistics, user feedbac		gov.uk), community/client data, feedback from	m focus groups etc. When assessing the		
impact, the assessment should come from an evidence base and not through opinion or self-kno	owledge.				
H. Review					
11. Review					
How are you engaging people with a wide range of protected characteristics in the develo	pment, review and/or monitoring of the programme/ activity?				
Engagement has been through various forms of public consultation to date – including physical sreviewed with any new information.	surveys, online forms, drop-in events for each affected school. There will	Il be individual consultation with relevant staff	f and this impact assessment will be		
Date of next review:					
H. Sign-off					
Used of Osmics/Bioseter/Usedtoscherosism off Osdatos	Name:	Name:			
Head of Service/Director/Headteacher sign off & date:	Date:	Date:			
	Name:				
Legal sign off & date:	Date:				