

PART B – Equality Analysis Form

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

This form:

- Can be used to prompt discussions, ensure that due regard has been given and remove or minimise disadvantage for an individual or group with a protected characteristic
- Involves looking at what steps can be taken to advance and maximise equality as well as eliminate discrimination and negative consequences
- Should be completed before decisions are made, this will remove the need for remedial actions.

Note – An Initial Equality Screening Assessment (Part A) should be completed prior to this form.

When completing this form consider the Equality Act 2010 protected characteristics Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc. – see page 11 of Equality Screening and Analysis Guidance.

1. Title	
Equality Analysis title: Proposal to increase Capacity at Rawmarsh Community School	
Date of Equality Analysis (EA): 15.4.19	
Directorate: CYPS	Service area: Education
Lead Manager: Dean Fentron	Contact number: 01709 254821
Is this a: <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other If other, please specify Change to school infrastructure	

2. Names of those involved in the Equality Analysis (Should include minimum of three people) - see page 7 of Equality Screening and Analysis Guidance

Name	Organisation	Role (eg service user, managers, service specialist)
Dean Fenton	CYPS	Head of School Planning, Admissions and Appeals
Rob Holsey		CYPS Asset Manager
Chris Stones		Principal Officer – School Organisation
Andrew Parry		CYPS – Capital Projects

3. What is already known? - see page 10 of Equality Screening and Analysis Guidance

Aim/Scope (who the Policy/Service affects and intended outcomes if known)

This may include a group/s identified by a protected characteristic, others groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

Proposals to increase capacity at Rawmarsh community school to address the rising demand for places through demographic growth. Proposal has an impact on the local as catchment area for the school.

What equality information is available? (Include any engagement undertaken)

The school has an inclusion and access policy which links in to the Local Authority inclusion and access strategies. Consultation has sought the views of all stakeholders including parents and carers of pupils attending the school, elected Ward, Parish and Parliamentary members, neighbouring schools and governing bodies, staff and children and young people who attend the school.

A period of consultation was undertaken with all relevant stakeholders and the summary outcome outlining the views and opinions of stakeholders was submitted as an appendix to the cabinet report (July 2019) seeking approval of the proposal.

Are there any gaps in the information that you are aware of?

The schools inclusion and access policies are fully compliant with Department for Education requirements and are scrutinised as part of the Ofsted inspection framework. The school is rated as a good school with a strong inclusive ethos.

What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?

The school has an inclusive admissions policy which is fully compliant with the Department for Education (DfE) admission to school code of practice 2014. Inclusive practice at the school is monitored through annual data collection, reviews of pupils who are 'looked after' by the Local Authority, have an Education, Health and Care

<p>Plan, are part of a graduated response linked to Social, Emotional or Mental Health (SEMH) support, require additional support such as English as an Additional Language (EAL). The Local Authority is required to submit an annual report to the Schools Adjudicator by 30 June annually in relation to effective of admission to school arrangements, inclusive practice and compliance with statutory requirements. The proposal to add the additional classrooms at the school will further support and enhance inclusive practice in place at the school.</p>	
<p>Engagement undertaken with customers. (date and group(s) consulted and key findings)</p>	<p>An 8 week period of consultation took place from 1st February to 29th March 2019.</p> <p>Consultation took place with the Local MP, Ward Councillors, local feeder primary schools, other schools who may be impacted, parents/carers of pupils at the school, pupils at the school, staff employed at the school, the governing body at the school and the academy trusts Trust Board, local residents.</p> <p>Responses to the consultation were broadly supportive of the proposal to increase capacity at the school, commented on the positive role of the school within the local community, its inclusive attitude to education and support for pupils and the positive benefits the proposal would bring to the school and catchment area.</p>
<p>Engagement undertaken with staff (date and group(s) consulted and key findings)</p>	<p>Consultation referred to above included seeking the views of staff.</p>

4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)

How does the Policy/Service meet the needs of different communities and groups? (Protected characteristics of Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity) - see glossary on page 14 of the Equality Screening and Analysis Guidance)

The school has an inclusive admission to school policy which is fully compliant with the Department for Education (DfE) admission to school code of practice 2014.

The schools inclusion policy meets statutory requirements and has been subject to DfE review as part of the funding arrangements for academies and Ofsted review as part of the inspection framework.

Practice is reviewed by LA officers via reviews of EHCPs for individual pupils with SEND, LAC pupil reviews, SEMH reviews and the school fully engages in the Local Authority Fair Access Protocol.

Does your Policy/Service present any problems or barriers to communities or Groups?

NO

The proposal is designed to create more places at the school to satisfy parental preference, further develop access and inclusion and allow more children within the catchment area to access their local school.

Does the Service/Policy provide any positive impact/s including improvements or remove barriers?

The proposal to create additional places at the school has been consulted on with all local stakeholders. The proposal will satisfy more parental first preferences on the annual national offer day for entry to secondary education further supporting performance against this indicator.

What affect will the Policy/Service have on community relations? (may also need to consider activity which may be perceived as benefiting one group at the expense of another)

As above, the proposal will create more places enabling more parents to access their first preference school when applying for a school place for their child(ren), the school is rated by ofsted as a 'good' school, has become more popular and has rising demand for places within catchment area.

Please list any **actions and targets** that need to be taken as a consequence of this assessment on the action plan below and ensure that they are added into your service plan for monitoring purposes – see page 12 of the Equality Screening and Analysis Guidance.

Consultation on the proposals – completed February / March 2019
Report to Cabinet
Implementation of project

5. Summary of findings and Equality Analysis Action Plan

If the analysis is done at the right time, i.e. early before decisions are made, changes should be built in before the policy or change is signed off. This will remove the need for remedial actions. Where this is achieved, the only action required will be to monitor the impact of the policy/service/change on communities or groups according to their protected characteristic - See page 11 of the Equality Screening and Analysis guidance

Title of analysis: Proposal to increase Capacity at Rawmarsh Community School
Directorate and service area: CYPS – Education
Lead Manager: Dean Fenton
Summary of findings:

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Action/Target	State Protected Characteristics (A,D,RE,RoB,G,GI O, SO, PM,CPM, C or All)*	Target date (MM/YY)
Consultation period	"	Jan – March 2019
Seek approval from Cabinet	"	September 2019
Seek planning permission		December 2019

Commence build project		March 2020
Completion and Handover		August 2020
Additional capacity available		September 2020

***A = Age, D= Disability, S = Sex, GR Gender Reassignment, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage. C= Carers, O= other groups**

6. Governance, ownership and approval

Please state those that have approved the Equality Analysis. Approval should be obtained by the Director and approval sought from DLT and the relevant Cabinet Member.

Name	Job title	Date
Jon Stonehouse	Strategic Director CYPS	
DLT		
Cabinet Member	Cabinet Member	

7. Publishing

The Equality Analysis will act as evidence that due regard to equality and diversity has been given.

If this Equality Analysis relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date Equality Analysis completed	15.4.19
Report title and date	Proposal to increase capacity at Rawmarsh Community School
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	2.7.19