

School Organisation in North Yarmouth

Equality Assessment – Findings and Recommendations

This assessment helps you to consider the impact of service changes on people with protected characteristics. You can update this assessment at any time so that it informs ongoing service planning and commissioning.

For help or more information please contact Neil Howard, Equality & Accessibility Officer, email neil.howard@norfolk.gov.uk, Tel: 01603 224196

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The purpose of an equality assessment

1. The purpose of an equality assessment is to enable decision-makers to consider the impact of a proposal on different individuals and communities prior to the decision being made. Mitigating actions can then be developed if adverse impact is identified.

The Legal context

2. Public authorities have a duty under the Equality Act 2010 to consider the implications of proposals on people with protected characteristics. The Act states that public bodies must pay due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act¹;
 - Advance equality of opportunity between people who share a relevant protected characteristic² and people who do not share it³;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it⁴.
3. The full Act is available [here](#).

The assessment process

4. This assessment comprised two phases:
 - **Phase 1** – evidence was gathered on the proposal – looking at the people who might be affected, the findings of related assessments and public consultation, contextual information about local areas and populations and other relevant data. Where appropriate, engagement with residents, service users and stakeholders takes place, to better understand any issues that must be taken into account.
 - **Phase 2** – the results were analysed. If the assessment indicates that the proposal may impact adversely on people with protected characteristics, mitigating actions are identified.
5. When completed, the findings are provided to decision-makers, to enable any issues to be taken into account before a decision is made.

The proposal

6. The proposal being assessed.

In 2015 all schools in Great Yarmouth were reorganised to become all-through primary schools. The County Council is undertaking a second stage of organisational review in North Yarmouth to ensure that we are making better use of existing buildings and to consider how we can improve them in the most cost-effective way.

There are a number of aspects that the County Council as the Decision Maker must take into account when considering the organisation of schools. These include

school leadership, performance, impact on the community, diversity of provision, need for places, travel, early years provision and special education provision.

Headteachers and Chairs of Governors of the two schools (both in Cluster Group 32) - North Denes Primary School and Alderman Swindell Primary School - have been working with us about the future provision of school places. The discussions included the option of keeping things as they are, as well as the proposal below.

The proposal is:

- All primary school children in the North Yarmouth area, to go to a single, larger primary school on North Denes Primary School site, for 420 children aged 2 – 11 years (60 pupils in each year group). We will do this by building a new larger school building which will accommodate all the children and which could be expanded further. There will be provision for pre-school children on this site. We will do this by closing Alderman Swindell Primary School on 31 August 2018 and change the age range of North Denes Primary School from 4 -11 to 2 -11 from 1 September 2018.

Why we feel this is important

The overall driving force is ensuring any change to school organisation is in the best interest of children's education and achievement.

We consulted local stakeholders on this proposal to seek views on whether this will give a sound base of school organisation and school buildings for the way the area is developing now and the way it will develop in the future. Norfolk County Council believes this would benefit all children and young people in Great Yarmouth because:

- It will provide sufficient places for the current number of primary pupils in the northern part of the town and will allow for some expansion in the future. Smaller schools are likely to face more funding pressures in the future than larger ones.
- It will provide capital investment on one site, by providing a new school building on the North Denes site, by September 2020. This uses the County Council's capital budget in the most cost-effective way. The funding allocated for the improvements to both school buildings, which amounts to £6.4m, could be pooled to use for a new primary school building on the North Denes site.
- It will provide a huge improvement in the quality of accommodation for local school children, including pre-school age children. The County Council believes this will provide a modern school building, with facilities that support flexible learning environments and enhance pupils' pride in their school.

Who is affected?

7. The proposal will affect adults, children and staff with the following protected characteristics:

People of all ages	YES
A specific age group (please state if so): Children aged 2 – 11 years in	YES

the North Yarmouth area.	
Disability (all disabilities and long-term health conditions)	NO
Gender reassignment (e.g. people who identify as transgender)	NO
Marriage/civil partnerships	NO
Pregnancy & Maternity	NO
Race (different ethnic groups, including Gypsies and Travellers)	NO
Religion/belief (different faiths, including people with no religion or belief)	NO
Sex (i.e. men/women/intersex)	NO
Sexual orientation (e.g. lesbian, gay and bisexual people)	NO

Analysis of the people affected

8. Provide an analysis of the people who will be affected by the proposal. This should include:
- The overall number of people who may be affected
 - A detailed demographic breakdown of the people who will be affected by protected characteristic (e.g. number of men/women/disabled/older people/Black, minority ethnic people etc)

Demographics

Norfolk is a large and diverse county, and the patterns and picture of population in each part of the county gives us the core to a picture of the characteristics of the area.

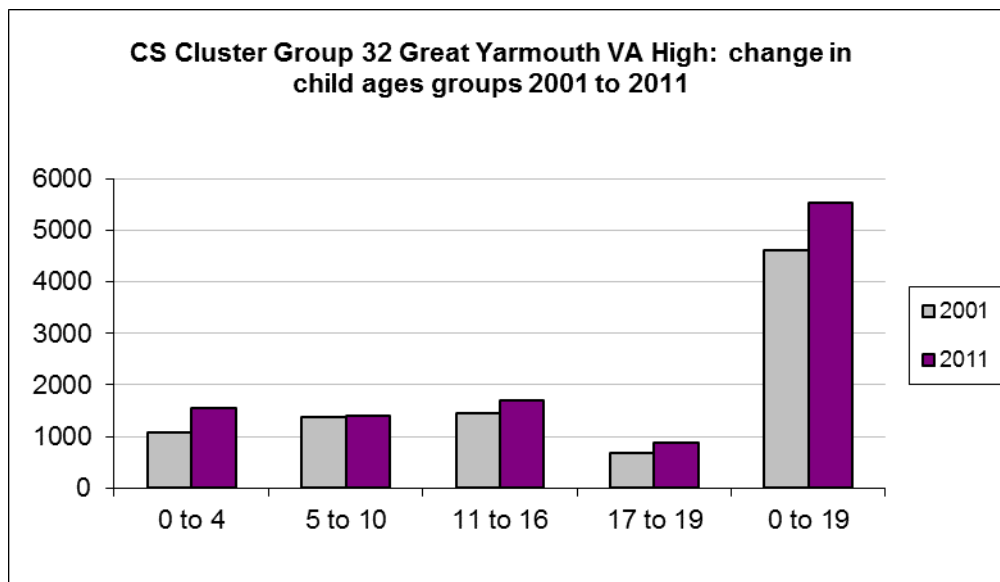
Cluster 32 covers Great Yarmouth VA High cluster which has a usual resident population of 21,747 people. The population of Great Yarmouth Nelson and Southtown and Great Yarmouth North and Central electoral divisions is younger than the Norfolk average. The proportion of people in these electoral divisions which consider their health to be good or very good is worse than the county average and deprivation is above the county average.

Changing child population in the area

A key characteristic of the area is the changing child population, and to provide a picture of how this may affect the school population and needs, we have looked at the age groups of children and young people in the Cluster catchment area.

The following Table and Chart show how population has changed within the cluster area over the last ten years, and shows the rising number of young children in the 5-10 age group, which will start to impact on secondary school place demands in the next few years. There are also notable increases in the numbers of children in the 0-4 age group which will have an impact on demand for early years education.

	2001	2011	2001%	2011%	change	% change
0 to 4	1086	1555	0.24	0.28	469	43.2
5 to 10	1377	1403	0.30	0.25	26	1.9
11 to 16	1458	1692	0.32	0.31	234	16.0
17 to 19	687	884	0.15	0.16	197	28.7
0 to 19	4608	5534			926	20.1



- During the spring term 2016, 17.9% of the school cluster population had Special Educational Needs. This includes 11.1% at Alderman Swindell and 21.9% at North Denes (Norfolk 14.5%, National 13.4%)
- 71.8% of the school cluster population were reported to have English as their first language. (Alderman Swindell 86.6%; North Denes 86%; Norfolk 90%; National 79.8%)

Potential impact

9. Alderman Swindell Primary School and North Denes Primary School share the catchment area for north Yarmouth with Northgate Primary School which is not included in this proposal. If the proposal is implemented, all the children currently attending Alderman Swindell Primary School will be displaced and will be offered a place at North Denes Primary School.

There are no school transport implications as the schools are 0.5 miles apart. The furthest a pupil will have to travel to school is estimated to be 1.2 miles. Where a parent's preference(s) cannot be met, Norfolk County Council will offer the nearest school with places available and offer the right of appeal. Transport would also be offered to an alternative school where this is beyond the statutory transport distance and is the nearest school with places.

We recognise that the closure of Alderman Swindell Primary School will impact especially upon those children whose families have chosen it because of its smaller size (1FE). Norfolk County Council is committed to ensuring that the needs of all children and young people with Special Educational Needs (SEN) will be met. If the closure of the school is approved, the provision required for those pupils with a statement of SEN will be reviewed, and following consultation with individual parents, an alternative school offering suitable provision will be made available for their child(ren).

Alderman Swindell Primary School is a community school maintained by the Local Authority. As can be seen in section 3, the percentage of children who do not have English as their first language is comparable with the pupil population at North Denes Primary School and there are unlikely to be any potential impacts for any family due to their ethnicity, language or culture.

There is a potential impact on staff employed at Alderman Swindell Primary School. Work will be undertaken by HR to identify those staff who would be displaced by the implantation of this proposal and support will be given in seeking redeployment in line with the Code of Practice.

Accessibility considerations

10. Accessibility is a priority for Norfolk County Council.
11. Norfolk has a higher than average number of disabled and older residents compared to other areas of the UK, and a growing number of disabled young people.
12. The new school building on the North Denes site will be fully accessible and designed and built to BB103 standards. This will address the needs of pupils with special educational needs (SEN) and disabilities, the school workforce and community use out of school hours.

Recommended actions

13. If your assessment has identified any adverse impact, set out here any actions that will help to mitigate it.

Action		Lead	Date
1.	Work with displaced staff	Carole Human – HR consultant	Spring/summer terms 2018
2.	Individual reviews for children with statements	Additional Needs Coordinator	Spring/summer terms 2018

Evidence used to inform this assessment

- Equality Act 2010
- Public Sector Equality Duty
- School Organisation Statutory Guidance DfE 2016

Further information

14. For further information about this equality impact assessment please contact Caroline Money, School Organisation Manager.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact Janine Birt on 01603 223905

Guidance notes

Completing this assessment – what you need to know:

- Find out if you need to conduct an equality impact assessment (see below)
- Remind yourself what constitutes a good equality impact assessment (see below)
- Work through the three simple steps on the next page.

Do I need to conduct an equality impact assessment?

You need to conduct an equality impact assessment if you are planning, changing or commissioning policies, projects, strategies, infrastructure or services and this may impact on people - eg service users or staff.

When do I need to undertake it?

The findings of your assessment must be made available to decision-makers before a final decision is taken. You cannot justify a decision after it has been taken.

What constitutes a good equality impact assessment?

The principles below, drawn from case law, explain what is essential:

- **Proportionate** - where a proposal may affect large numbers of vulnerable people, the need to pay 'due regard' is very high.
- **Sufficient evidence** – you must consider what evidence you have and what further information may be needed to inform your assessment.
- **Consultation** - if a proposal constitutes a significant change to an existing service, people affected should expect to be consulted.
- **Genuine assessment** - the courts expect to see written evidence of a comprehensive and objective assessment. Your assessment will be considered inadequate if issues are only considered at a broad level or if relevant evidence is not taken into account.
- **No delegation** – the decision-makers responsible for determining the proposal cannot delegate consideration of the equality impact assessment to anyone else.
- **Contracted services** – the Council is responsible for ensuring that contracted services comply with equality law and do comply in practice.
- **Actions to mitigate any negative impact** – if adverse impact is identified by an assessment, consideration must be given to measures to avoid or mitigate this before agreeing the decision.

It is not always possible to adopt the course of action that will best promote the needs of people with protected characteristics. However, assessments enable informed decisions to be made, that take into account every opportunity to minimise disadvantage.

¹ Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your organisation that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

2 The protected characteristics are:

Age – e.g. a person belonging to a particular age or a range of ages (for example 18 to 30 year olds).

Disability - a person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - the process of transitioning from one gender to another.

Marriage and civil partnership

Pregnancy and maternity

Race - refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism).

Sex - a man or a woman.

Sexual orientation - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

3 The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

4 Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.