

Understanding our impact on our communities and workforce

Equality Impact Assessment (EIA)
guidance and template

EIA STAGE 2 – FURTHER ASSESSMENT AND ACTION PLAN

- ✓ The purpose of this further assessment is to help you consider how you will:
 - avoid, reduce or minimise negative impact
 - promote equality of opportunity
 - foster good relations between people who share a protected characteristic and those who do not

for proposals/activities that have been assessed as potentially having a negative impact on communities/protected characteristic groups.

- ✓ Considering what you will do to help address the above is your responsibility as a service and the Stage 2 EIA will help you to think this through. If you need expert advice (e.g. from Legal or HR) then this is available, but this process is ultimately about empowering you as a service to better understand and meet the needs of local people.
- ✓ Please provide the reference to your stage 1 assessment, to then complete sections
 - A) Further evidence and consultation with key stakeholders
 - B) Action planning
 - C) Publishing your EIA

Directorate:	Senior officer responsible for service/policy:
Children & Young People	Jo-Anne Sanders
Service:	Lead officer responsible for this EIA:
Education Places & Access	Martin Wilby
Specific service area/policy:	Date of EIA (Stage 1):
School Organisation and Planning Team	5/7/2019
EIA (Stage 1) reference number:	Date of EIA (Stage 2):
190608 Stage 2 Future options for Almondbrury Community School	5/7/2019

A) Further evidence and consultation with employees, residents and any other stakeholders

As part of your Stage 1 EIA you identified evidence/intelligence you had available to support your assessment of the impact of your proposal on different groups.

Stage 2 is different to Stage 1. It is a live process that needs to be your companion throughout the whole of the proposal considerations.

At Stage 2 you need to document the evidence you **already have** to show you have undertaken consultation. You also need to document what you are **planning to do too**. This section needs to be regularly updated when you have completed a piece of consultation activity. This helps to support the work you are doing to understand the impact of your proposals.

CONSULTATION WITH KEY STAKEHOLDERS				COMPLETE THIS DETAIL WHEN YOU HAVE DONE YOUR CONSULTATION	
REF No.	Which key stakeholders have you/are you consulted/ing with?	Why have you/are you consulted/ing them (or not?) and what were you/are you looking to find out?	How did you/are you planning to consult them? Date and method of planned consultation	Actual Date of Consultation	Outcome of consultation What have you learned? Do you have actions to complete that will help mitigate any unnecessary negative impact on groups? [move to section B if you do]
1	Parents	Parents at Almondbury Community School were consulted as part of the non-statutory consultation to gather their views and opinions	<p>Parent/Carers who had children at the primary phase were invited to attend drop-in events at Almondbury Community School.</p> <p>Parent/Carers who had children in the primary and secondary phase were invited to attend an individual meeting to talk to an LA officer(s) about the proposal and their potential options</p>	27/03/2019 till 23/04/2019	<p>The LA undertook a four week non-statutory consultation with key stakeholders to gather views. This information has been collated into a detailed outcome report that highlights key themes that were raised as part of the non-statutory consultation.</p> <p>The key themes have officer commentary to</p>

		<p>Parents at All Hallows' CE(VA) Primary School, Lowerhouses CE(VC) J I and EY School, Dalton Junior Infant and Nursery School and Moldgreen Community Primary School were consulted as part of the non-statutory consultation to gather their views and opinions.</p> <p>Parents at Netherhall Learning Campus High School, Newsome High School and King James's School were consulted as part of the non-statutory consultation to gather their views and opinions.</p>	<p>Parent/Carers were invited to a drop-in event at Almondbury Community School.</p> <p>A letter was sent to parents via the school with link to the non-statutory consultation.</p>		<p>answer questions raised as part of non-statutory consultation.</p> <p>A negative impact for some members of staff cannot be ruled out. During the non-statutory consultation staff were consulted and further engagement will take place to continue to identify opportunities to mitigate against negative impact and the equalities impact assessment will remain under review.</p>
2	Parents of children who have been allocated a School place at Almondbury Community School for September 2019	Parents who have been allocated a place at the School for September 2019 were consulted as part of the non-statutory consultation to gather their views and opinions.	<p>Individual letters were sent to parents to inform them of the LA proposal.</p> <p>Each parent/carer was invited to attend an individual meeting to talk to an LA officer(s) about the proposal and their potential options.</p>	27/03/2019 till 23/04/2019	<p>Cabinet on the 29 May 2019 approved to move to the next stage for a decision</p> <p>Cabinet report</p>
3	Staff	All staff at the school were consulted as part of the non-statutory consultation to gather their views and opinions.	Staff were invited to attend a staff meeting at the school on 11/04/2019	27/03/2019 till 23/04/2019	
4	Ward Members	Engage with ward members to seek their views and opinions.	Almondbury ward, Newsome ward, Kirkburton ward members were sent links to the online consultation.	27/03/2019 till 23/04/2019	
5	Local community	To seek views of local community about the proposal.	Consultation documents were sent to local libraries.	27/03/2019 till 23/04/2019	

6	Neighbouring schools	Local schools in the area were consulted.	Email and letter was sent out with the link to the online non-statutory consultation	27/03/2019 till 23/04/2019	
7	Early years providers in the area	Engagement with early year's providers including private day nurseries and child minders.	Copies of the non-statutory consultation document were sent out widely to early years providers in the Almondbury Ward	27/03/2019 till 23/04/2019	

B) Action planning

If you identified that you needed to take further action after you consultation activity in section A, you need to now complete this action plan. It needs to include: a list of actions that you will take, what you think will be the projected outcome from doing this, record what you ended up doing, when you did this and what the actual outcome was.

Actions need to cover your next steps AND specific actions that you will need to take to help mitigate the impact against protected groups that is being identified through your consultation.

THIS IS A LIVE PLAN – YOU WILL NEED TO REVIEW & CONTINUE TO UPDATE IT

EIA - ACTION PLAN			Complete this section when you have actually carried out some actions		
REF.No [from section A]	What actions are you going to do as a result of carrying out your consultation?	What do you think these actions will achieve? Will they mitigate any adverse impact on protected groups? Will they foster good relations between people? Will they promote equality of opportunity?	What did you actually do?	When did you do this?	What was the actual outcome? Have you mitigated any negative impact? Have you ensured good relations exist? Have you promoted equality of opportunity?

<p>1</p>	<p>On 29 May 2019 Cabinet approved to move to the next stage of the process.</p> <p>The School Organisation and Planning Team have followed a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals.</p> <p>Statutory notice were published in Huddersfield Examiner on 7 June 2019. Statutory notices and Full notices were available on the Kirklees School Organisation and Planning Team website.</p> <p>Key Stakeholders were informed.</p> <p>During the four week representation the LA received 51 of representations.</p> <p>Parents expressed concerns about the impact of uncertainty and transition including the current emotional wellbeing of a number of pupils. The LA have therefore confirmed the support mechanisms available to pupils from the school and</p>	<p>It is intended that this proposal would create more equality of opportunity. The current limited breadth of the curriculum which can be offered because of the pupil numbers in the secondary stage at Almondbury Community School is unfair to the children. It adversely affects their performance and their pathways and future opportunity. This situation therefore does not appropriately support educational outcomes and diversity of provision which can be offered by other local school now and into the future</p> <p>Intensive support is already being provided to Almondbury Community School to ensure the best possible educational outcomes for pupils in these challenging circumstances. It is expected that intensive support will continue to be available to support existing pupils and the schools who may provide support for them during a transitional period</p>	<p>The LA Published statutory notice to change the upper age range of Almondbury community School from age 3 –16 years to age 3 – 11 years</p> <p>Commissioned Carr Manor School to provide the necessary support to ensure the best possible educational outcomes Almondbury Community School for pupils.</p>	<p>Statutory process started on 7th June 2019 until 4th July 2019</p>	<p>In order to mitigate any negative impacts of these proposals and to ensure good relations with affected parents:</p> <p>The LA officers will engage with key stakeholders and further action plans will emerge from the engagement.</p> <p>Officers will continue to communicate with parents</p> <p>The LA will work closely with the Local Schools to ensure transition is well managed.</p>
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	<p>agreed to provide additional support where required on an individual basis</p> <p>Subject to approval of the proposals, further time would be taken to carefully plan any transition, working with parents, pupils and other local schools. Personalised support will be available where needed. A specific focus will be specialist support for children with additional needs to ensure successful transition (54 children in years 6 to 10 receive some form of SEND support)</p>				
3	Staff in the secondary phase	Ongoing discussions to mitigate impact on individual Staff in the secondary phase			<p>Human Resources staff would need to work with school leaders at the school regarding any revision to structures should they be required. Following this, consultation would need to be held with staff and recognised Trade Unions. The Council would support staff wellbeing and work alongside staff, trade unions and other schools to look at how to access other opportunities. If the proposals</p>

					are approved, other schools in the area will be increasing their pupil numbers and would need additional staff
1	<p>Pupils with Special Educational Needs and Disabilities (SEND) will need specific support with transitional arrangements</p> <p>Pupils (currently 6 in year 6 to 10) in the secondary phase of the school who have an Education Health and Care Plan (EHCP) will receive personalised support identified in a similar way to the annual review process as required.</p>				<p>To mitigate negative impact the LA will work with families with EHCP plans to carefully plan transition.</p>

C)Publishing Your EIA

ALL Equality Impact Assessments must be published. They are public documents. As you update your EIA, you will need to re-publish this to show the changes you are making. This will allow stakeholders in your proposal to be more informed and talk to you in a more knowledgeable way about your proposal.