

Equality Analysis/ Impact Assessment (EqIA)

Name of decision, policy, procedure, project or service:

- To federate Willesborough Infant School and Willesborough Junior School

Responsible Owner: Governing Bodies of Willesborough Infant School and Willesborough Junior School

Summary of the proposal

Willesborough Infant and Junior schools are two successful schools sharing the same site. Over the last year, the schools have been working effectively together. The two schools are formally linked via the admissions policy which gives children at the Infant school automatic right of entry to the Junior school on application.

The Governing Bodies of both schools have agreed to consult with staff, parents, guardians and other interested parties on a proposal to form a working partnership and become a federation. The governing bodies see this as an opportunity to formalise the way the schools are working together and to secure good and effective leadership across both schools to maintain and improve standards.

Summary of equality impact

We believe that the change to a federation of schools will have no negative impact on protected groups. It will, we believe, have a positive impact for pupils registered as disabled or recognised as having special educational needs as school staff will be able to seek advice from a wider group of colleagues and will have the opportunity to pool and share resources.

These assumptions will be reviewed following the consultation period. If the proposed changes negatively affect any Protected Group less favourably than others in Kent actions will be identified to mitigate this.

Adverse Equality Impact Rating Low

Attestation

We have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposal to federate Willesborough Infant and Junior Schools.

Chair of Governors Willesborough Infant School

Signed:



Name: Mrs L York

Date: 13.09.2018

Chair of Governors Willesborough Junior School

Signed:



Name: Mr S Rippin

Date: 13.09.2018

Updated 14/09/2018

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

| Protected Group | Please provide a brief commentary on your findings. | | | | High/Medium/Low Positive Impact Evidence |
|-------------------------------------|---|-------------------------------|------------------------------|--|---|
| | High negative impact Eq/A | Medium negative impact Screen | Low negative impact Evidence | | |
| Age | | | | | N/A The age range of the schools will remain the same. |
| Disability | | | | | Medium positive impact as the schools will continue to develop the working relationship where staff skills and resources can be shared. This will include best ways to support pupils recognised as having disability or special educational needs. |
| Gender | | | | | N/A The schools will remain co-educational. |
| Gender identity/ Transgender | | | | | N/A |
| Race | | | | | N/A |
| Religion and Belief | | | | | N/A The schools will continue to accept pupils in |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | line with the admissions policy whether of faith or no faith. The curriculum will continue to cover all religions. |
| Sexual Orientation | | | | | N/A |
| Pregnancy and Maternity | | | | | N/A |
| Marriage and Civil Partnerships | | | | | N/A |
| Carer's Responsibilities | | | | | N/A |