



Equality Impact and Needs Analysis

Section 1: Equality impact and needs analysis details

<p>Proposed policy/decision/business plan to which this equality analysis relates</p>	<p>This analysis relates to the recommendations made to manage surplus capacity in Southwark’s primary schools in order to manage down surplus capacity to a maximum of 10%.</p> <p>These recommendations are to reduce the Published Admissions Number (PAN) in seven primary schools and to amalgamate 3 primary schools.</p> <p>Recommendations to reduce the PAN:</p> <p>Bessemer Grange Goose Green (academy) Grange St Joseph’s Infants Rye Oak St Francis St Paul’s</p> <p>Recommendations to amalgamate:</p> <p>Comber Grove Harris Free Primary (Free school/ Academy) St Mary Magdalene</p> <p>It should be noted that where a recommendation has been made about an academy or free school, the school itself is its own admissions authority and Southwark Council cannot make a decision or propose any change to its PAN or whether it remains open. In these cases, the Council is working closely with the Regional Director (Academies) Multi-Academy Trusts or free schools themselves to support their decision-making and a full Equalities Impact Needs Analysis would need to be developed for those schools by the respective Trust.</p> <p>The recommendations are based on work undertaken by Isos Partnership alongside officers, councillors and school leaders.</p> <p>This work forms part of the Keeping Education Strong strategy (Appendix 1 Place planning across Southwarks Primary Schools A strategy for future-proofing quali.pdf), ratified in December 2022, which has its own EQIA, based on data which was accurate at the time of writing.</p>
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	It should be acknowledged that the data in this analysis has been updated to reflect the current situation and so may be different from previous reports and analyses.
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Equality analysis author					
Strategic Director:		David Quirke-Thornton			
Department		Children's Services	Division	Education	
Period analysis undertaken		January-April 2023			
Date of review (if applicable)					
Sign-off	Nina Dohel	Position	Director of Education	Date	



Section 2: Brief description of policy/decision/business plan

1.1 Brief description of policy/decision/business plan

The Keeping Education Strong (KES) strategy was developed to manage the challenges arising from a continuing trend of falling rolls which has led to increasing surplus capacity in Southwark's Primary Schools. The strategy sets out a borough-wide approach to reduce surplus capacity down to a workable 10% from the current 22%.

Following the Cabinet approval of the Strategy in December 2022, work commenced to identify those schools where capacity significantly exceeded demand and to explore further criteria around rolls, quality, finance, buildings and local issues. This work produced a number of schools and council officers worked with an independent consultancy, Isos, to recommend options for managing their surplus capacity.

The options for change were to reduce Published Admissions Numbers (PAN) across seven primary schools and/ or to amalgamate three schools. In an amalgamation it is usual for one of the two schools being amalgamated to close. The primary schools identified represent a cross section of designations: community, voluntary aided and academy.

The positive impact of managing surplus capacity by reducing PAN is that the disruption is minimal for current pupils, school communities, and staff. However, it is a much slower way of reaching a sustainable level of surplus capacity, taking up to six years to come into full effect. In the meantime, while those changes run through, the school still needs to manage its finances carefully in order to be able to deliver the best quality of education, and it may struggle to balance budgets while managing the previous and current situations simultaneously. There are no negative impacts of reducing PANs identified here as these schools have already been working at the admissions numbers we are recommending they now formally reduce to.

The benefits of closing a school through amalgamation are that:

- children across both schools would receive more resource to support their learning and achievement.
- further strengthens the receiving school for the long term
- immediately reduces surplus capacity across the school system.
- for children in a closing school, there is a guaranteed place, with their friends, at the receiving school.
- staff would be moved across to the new school and there were no or fewer reductions in the workforce,

The negative effects of an amalgamation might be that:

- parents/ carers choose not to take up a place in the amalgamated schools. In this case, there are sufficient vacancies across Southwark's schools of which 97% are good or outstanding,
- where two schools merge, there may need to be a re-structure if the number of staff in the amalgamated school are more than is required. This could result in some redundancies,
- whilst children moving to a new school will be in fuller classes, which are better resourced, moving schools can be a disruptive experience for children and their families, with disruption to education and social groups and additional financial costs relating to travel and uniform. In this case we have planned mitigations for this in place, including a guaranteed place for children in the school their school is amalgamating with, financial support for uniforms and travel, open days for pupils, and coffee mornings for parents/families.
- a key negative impact of a merger is likely to be the anxiety it causes for some children who are emotionally unsettled by the move. Overall this should be outweighed by the positive impacts of being in a better resourced school mitigations to minimise how unsettling the move is for children, especially those who are already experiencing poor

mental health or learning difficulties. In these cases we have planned mitigations for this in place set out in the body of the report.

The remainder of this analysis details further the likely impact and mitigations on specific groups.

Section 3: Overview of service users and key stakeholders consulted

2. Service users and stakeholders	
Key users of the department or service	<ul style="list-style-type: none">• Children (2-11 years old) attending a primary, infants, juniors or attached nursery setting in Southwark• Parents, carers and families of those children.• School staff (teaching or non-teaching)• Governors of those schools• Local Authority departments (Children's Social Care, Education)
Key stakeholders were/are involved in this policy/decision/business plan	<ul style="list-style-type: none">• Head teachers of all primary schools in Southwark• Governors of all primary schools in Southwark• Elected members of Southwark Council• Leadership teams in Education and Children's and Adults' services• Finance, Sustainable development, Schools' HR, Legal, Communications colleagues• Directors of Diocesan Boards• Regional Director (Academy sector)

Section 4: Pre-implementation equality impact and needs analysis

<p>Age - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).</p>	
<p>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</p>	<p>Potential Socio-Economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</p>
<p>The actions resulting from the KES strategy will be 7 PAN reductions, as well as closures or amalgamations of 3 schools.</p> <p>There are no negative impacts of reducing PANs identified here as these schools have already been working at the admissions numbers we are recommending they now formally reduce to.</p> <p>A proposal to amalgamate would have the greatest potential impact on children in Years 5 and 6 (ages 9-11) as they come to the end of their primary schooling.</p> <p>A strong benefit of an amalgamation is that all children whatever their age are guaranteed a place in the school with which their school is amalgamating.</p> <p>Outside of this broad consideration, the proposals to close schools will not disproportionately affect particular age groups.</p>	<p>The impact of amalgamation or closure would result in stronger long term socio-economic benefits as children will be attending a school that is better resourced and sustainable. Particularly for those most vulnerable.</p>
<p>Equality information on which above analysis is based</p>	<p>Socio-Economic data on which above analysis is based</p>
<p>Statistics: school and pupil numbers - GOV.UK (www.gov.uk)</p>	<p>No data available</p>
<p>Mitigating and/or improvement actions to be taken</p>	
<p>Our admissions team will support children, families in securing a place in a good or outstanding school in the immediate area.</p> <p>In any school closure there will be a transition plan for years 5 and 6 in particular.</p>	

Disability - A person has a disability if s/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.

Please note that under the PSED due regard includes:

Giving due consideration in all relevant areas to "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." This also includes the need to understand and focus on different needs/impacts arising from different disabilities.

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)

There are no negative impacts of reducing PANs identified here as these schools have already been working at the admissions numbers we are recommending they now formally reduce to.

There is insufficient contextual evidence to say whether disability is concentrated in particular socio-economic groups, more that disability may affect certain economically disadvantaged groups disproportionately, irrespective of prevalence.

Although any change in school can have an unsettling effect on children, the amalgamation/closure of primary schools will have a negligible effect on disabilities for pupils.

Data is not available on socio-economic impact of school changes related to disability.

We expect a positive impact as the facilities and services offered in remaining schools will be better resourced and further enhanced by the additional financial resource that additional pupils joining the school will bring.

The impact of amalgamation or closure would result in stronger long term socio-economic benefits as children will be attending a school that is better resourced and sustainable. Particularly for those most vulnerable.

Equality information on which above analysis is based

Socio-economic data on which above analysis is based

No central record of pupil or staff disability is maintained by the LA, but a proxy measure is the number of children with Education and Healthcare Plans (EHCPs), or pupils identified as "SEND Plus". The Source for this data is the School Census January 2023 (EHCPs and SEN Support)

School	Category	EHCP	SEND Plus
St Joseph's Infants RC	PAN Reduction	1.7%	9.5%
St Mary Magdalene CE	Amalgamation/closure	4.5%	32.1%
Comber Grove	Amalgamation/closure	2.4%	12.4%
Harris Free Peckham	Amalgamation/closure	2.4%	8.0%
Goose Green	PAN Reduction	2.0%	18.0%
Rye Oak	PAN Reduction	9.4%	28.9%
Grange	PAN Reduction	3.4%	21.5%
St Paul's CE Academy	PAN Reduction	1.6%	14.1%
Bessemer Grange	PAN Reduction	2.7%	12.8%
St Francis	PAN Reduction	4.1%	18.7%
Schools in Scope (PAN)		3.6%	17.6%
Schools in Scope (Amalgamations)		3.1%	17.5%
Schools in Scope		3.4%	17.6%
Southwark		3.2%	14.3%
London		4.1%	11.7%

As can be seen from the figures above, the schools where a PAN reduction is recommended have generally a lower level of EHCPs than Southwark as a whole, with the exception of St Francis which has an internal resource base and Rye Oak, which has a formal resource base.

For children with SEND Support, four of the seven schools recommended for a PAN Reduction have higher than the Southwark average percentage of pupils. Two of these (Rye Oak and St Francis) have Resource Bases, so you would expect to see this. However, Goose Green and Grange do not have Resource Bases.

For the schools where an amalgamation has been recommended, Comber Grove and Harris Free both have a percentage of children with EHCPs and SEN Support, which is lower than the Southwark average. However, St Mary Magdalene's has a percentage of children with EHCPs and SEN Support which is higher than the average.

Where the percentage is larger the number of children in the school is much smaller.

Mitigating and/or improvement actions to be taken:

Children from the schools affected who have EHCPs and SEND Plus are being closely supported to ensure their needs are met whichever schools they are proceeding to after amalgamation or closure.

The SEND service will review EHCPs for any children moving schools, and provide additional support for transition.

The educational psychology teams will work with school leaders and services to provide strategies for supporting children experiencing anxiety and/or are struggling with their mental health.

Gender reassignment:

- The process of transitioning from one gender to another.

Gender Identity: Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's assigned sex or can differ from it.

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Information relating to gender reassignment is not collected about children in our primary schools. If this data was collected, it is likely to be in small numbers and may lead to identifiable data.

Southwark Schools ensure that they comply with the relevant provisions of the Equality Act 2010 and The Equality Act 2010: advice for schools, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Southwark schools adhere to the 1998 Human Rights Act and 2004 Gender Recognition Act and follow statutory guidance in relation to gender reassignment.

There is no record of staff undergoing gender reassignment at any of the primary schools listed, but, were this to be the case, the same statutory guidance around equalities would be followed in any redeployment or redundancy process.

Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)

There will be little or no potential socio-economic impact/ needs/issues arising from socio-economic disadvantage resulting from gender reassignment.

The impact of amalgamation or closure would result in stronger long term socio-economic benefits as children will be attending a school that is better resourced and sustainable. Particularly for those most vulnerable.

Equality information on which above analysis is based.	Socio-economic data on which above analysis is based
<p>Data is not collected for children, parents or carers on gender reassignment. In the 2021 Census, 0.6% of the UK population identified themselves as not having the same gender they were born with. In London, this rose to 1.4%, and Southwark, 1.2%. Such a percentage would mean that the lack of a transgender staff member would not be statistically significant. (Source, ONS Census 2021).</p> <p>There may be a number of children/ staff members going through any part of a gender reassignment process that we are unaware of. We would expect that they will be known to the school and the school is providing appropriate support. We signpost to advice, services and resources to support any child or adult going through this process.</p>	<p>No appropriate or useful data has been identified.</p>
Mitigating and/or improvement actions to be taken	
<p>Regular updates and reminders to schools to review that their policies and processes are up to date.</p> <p>Provide signposting to schools to advice/ support on gender reassignment.</p>	

<p>Marriage and civil partnership – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples and must be treated the same as married couples on a wide range of legal matters. (Only to be considered in respect to the need to eliminate discrimination.)</p>	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)
<p>The Marriage and Civil Partnership (Minimum Age) Act 2022, makes it illegal for a child under the under the age of 18 to enter a marriage in any circumstances.</p> <p>In relation to civil partnerships, both parties must be aged 18 or over.</p> <p>The marital status of the parents or carers of school pupils forms no part of the admissions process, and children are admitted based on religious or distance criteria alone.</p>	<p>As mentioned in the adjacent “potential impacts of the proposed policy”, the marital status of the parents or carers of school pupils forms no part of the admissions process. Children are admitted based on sibling, medical or distance criteria alone. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to marital status.</p>

<p>Equality information on which above analysis is based</p>	<p>Socio-economic data on which above analysis is based</p>
<p>As the legal age for marrying is 18 years old, this falls outside of the age scope for children of primary school age.</p> <p>Information on the marital/civil partnership status of parents and staff at Southwark schools is not available.</p> <p>In Southwark, 26.9% of adults over 16 years of age are married or in a civil partnership, compared with 39.7% for London 44.5% for England [source: ONS 2021 Census)</p>	<p>No data has been identified that suggests a socio-economic disadvantage arising from civil partnership as compared with marriage or single status.</p>
<p>Mitigating actions to be taken</p>	
<p>Marriage or civil partnership is a protected characteristic, protected under equalities and employment law.</p> <p>Due process under statutory guidance will be followed in any redundancy or redeployment process.</p>	<p>No appropriate or useful data has been identified.</p>

<p>Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</p>	
<p>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</p>	<p>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</p>
<p>Pregnancy and maternity are unlikely to directly involve children of primary age, and the LA does not collect data on primary school children who are pregnant. This would be a safeguarding issue.</p> <p>The pregnancy and maternity rate in Southwark has been falling for many years, so, given the extensive level of vacancies, it is also unlikely to affect parental choice.</p> <p>As regards staffing, school employees' contracts mean that they are paid for some of their pregnancy and maternity leave, and this would continue if a staff member were redeployed to another school. The pregnancy or maternity/ paternity leave status of a staff member or potential applicant should form no part of the recruitment or the redeployment process, so should not negatively impact on staffing.</p>	<p>As mentioned in the adjacent "<i>potential impacts of the proposed policy</i>", pregnancy/ maternity status of the parents/carers of school pupils forms no part of the admissions process, and children not are admitted based this status. Similarly, this status is not part of the recruitment process. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to pregnancy or maternity status.</p>
<p>Equality information on which above analysis is based</p>	<p>Socio-economic data on which above analysis is based</p>

Fertility is measured at a range of rates and geographies by the ONS. These include the “GFR” and “TFR”. The “*General Fertility Rate (GFR)*” is the number of live births per 1,000 women aged 15-44. The Total Fertility Rate (TFR) is the number of births per woman aged 15-44

No appropriate or useful data has been identified.

Area	GFR	TFR
Southwark	44	1.14
Inner London	48	1.28
London	56	1.52
England	56	1.62

(Source, GLA/ONS 2021 (latest figures))

From this, we can see Southwark has low fertility rate compared the rest of London and England. This is another explanation, together with outmigration – why pupil numbers in Southwark are falling.

Mitigating and/or improvement actions to be taken

We will encourage schools to review and update their policies in line with their statutory obligations towards the protected characteristics relating to pregnancy and maternity.

Race - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)

The ethnic diversity of Southwark schools is much greater among our children and young people than our adult population. Southwark primary pupils are **78.5%** Black, Asian or minority ethnic, compared to **62.5%** of Southwark’s population as a whole.

The impact of amalgamation or closure would result in stronger long term socio-economic benefits as children will be attending a school that is better resourced and sustainable. Particularly for those most vulnerable.

There are no negative impacts of reducing PANs recommended here as these schools have already been working at the admissions numbers we are recommending they now formally reduce to.

The positive impact of reducing the PAN or amalgamating two schools into one will be that the school will be more sustainable financially in order to be able to provide a high quality of education.

There is no evidence available to show that closure or amalgamations of schools and PAN reductions would be likely to reduce diversity in the area. Given the diversity of Southwark’s schools, it is more likely that the recommendations would increase diversity across more schools.

Southwark schools adhere to the Equality Act 2010 and are committed to having a diverse workforce. Legally, an employer is not allowed to discriminate

against job candidates or staff on the basis of race. Southwark school employers are expected to take measures to make their recruitment process more inclusive and their organisations more diverse.

Equality information on which above analysis is based

Socio-economic data on which above analysis is based

School	Category	Bangladeshi	Indian	Pakistani	Any Other Asian Background	Black African	Black Caribbean	Any Other Black Background	Chinese	White and Black African	White and Black Caribbean	White and Asian	Any Other Mixed Background	White British	White Irish	Gypsy / Roma	Traveller of Irish Heritage	Any Other White Background	Any Other Ethnic Group	Unknown / Missing	Total	Non White British
Besemer Grange Primary School	PAN Reduction	0.7	0.5	0.5	2.4	9.7	4.6	8.0	0.3	1.5	2.2	1.9	6.8	43.8	1.4	0.0	0.0	5.8	6.1	3.7	100	56.2
Comber Grove School	Amalgamation/Closure	4.3	0.5	0.0	1.4	28.4	11.1	3.4	1.9	2.4	4.3	0.5	1.4	7.7	0.5	0.0	0.0	14.9	7.7	9.6	100	92.3
Goose Green Primary School	PAN Reduction	1.6	0	0.9	0.3	18.2	11.9	5.0	0.0	1.6	7.2	2.5	9.4	20.4	0.0	0.0	0.0	8.5	7.2	5.3	100	79.6
Grange Primary School	PAN Reduction	5.2	0.5	1.4	1.4	24.3	4.6	6.3	0.8	3	3.3	0.5	4.9	14.4	0.3	0.0	0.0	6.5	13.1	9.5	100	85.6
Harris Free School Peckham	Amalgamation/Closure	2.2	1.3	0.0	1.3	27.8	9.6	5.2	0.9	1.7	7.8	0.4	9.1	6.1	0.4	0.0	0.0	8.3	12.6	5.2	100	93.9
Rye Oak Primary School	PAN Reduction	2.0	0.3	2.3	1.3	36.7	13.1	3.6	2.3	1	6.6	1.0	7.5	9.8	0.0	0.7	0.0	1.3	9.8	0.7	100	90.2
St Francis RC Primary School	PAN Reduction	0.0	0.0	0.3	0.6	58.8	5.0	6.2	0.0	0.0	0.0	0.0	2.5	0.8	0.0	0.0	3.6	0.3	21.8	0	100	99.2
St Joseph's Camberwell Catholic Schools' Federation (INFANTS)	PAN Reduction	0.0	0.7	0.0	0.7	65.5	3.6	2.9	1.4	0.7	0.7	0.0	0.7	3.6	1.4	0.0	0.0	6.5	8.6	2.9	100	96.4
St Mary Magdalene CofE Primary School	Amalgamation/Closure	0.0	0.0	0.0	1.7	33.9	11	26.3	0	0.8	0.0	0.0	10.2	2.5	0.0	0.0	0.0	5.1	0.8	7.6	100	97.5
St Paul's CE Primary School	PAN Reduction	4.1	1.0	1.0	0.0	43.1	10.3	8.7	0.5	3.1	1.0	0.0	2.1	10.8	0.0	0.0	0.0	3.1	9.7	1.5	100	89.2
Schools in Scope		2.0	0.5	0.6	1.1	34.6	8.5	7.6	0.8	1.6	3.3	0.7	5.5	12.0	0.4	0.1	0.4	6.0	9.7	4.6	100	88.0
Schools in Scope (PAN Reductions)	PAN Reduction	1.9	0.4	0.9	1.0	36.6	7.6	5.8	0.8	1.6	3.0	0.8	4.8	14.8	0.4	0.1	0.5	4.6	10.9	3.4	100	85.2
Schools in Scope (Amalgamations)	Amalgamation/Closure	2.2	0.6	0.0	1.5	30.0	10.6	11.6	0.9	1.6	4.0	0.3	6.9	5.4	0.3	0.0	0.0	9.4	7.0	7.5	100.0	94.6
Southwark Primary		2.3	0.7	0.7	1.8	25.2	6.3	5.2	1.3	2.1	3.3	1.7	6.5	21.1	0.4	0.1	0.1	9.3	7.7	4.0	100	78.9

A breakdown by ethnicity of the schools affected is given above. As can be seen, the ethnicity of the schools in scope (88.0%) is more diverse than the school population at large (78.9%), with the schools recommended for amalgamation being higher still (94.6%).

Areas where pupil rolls have fallen the most are amongst the most diverse in Southwark. Groups such as Black African and Black Caribbean are more likely to be affected than other groups. However, the most important issue is likely to be where children of any particular ethnicity are re-accommodated – the likelihood is that children would attend similarly diverse schools in the localities identified but better resourced.

Mitigating and/or improvement actions to be taken

In the process of identifying the most appropriate school to amalgamate with, the council takes into account maintaining a good level of diversity among other factors in order to deliver an excellent quality of education to all pupils.

Religion and belief - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)

Statutory guidance when deciding this type of decision requires us to consider the balance of religious places in the borough, and the balance between different denominations. As regards staffing, there is no requirement for staff to practice (or not) any religion, so a reduction in the number of staff would not differentially effect one group of staff over another.

There are no potential socio-economic impacts/ needs/issues arising from these changes nor any socio-economic disadvantage.

<p>In considering the designations of schools that have had a PAN reduction or amalgamation recommended, there is a range, so not just one type of school is affected.</p>																																	
<p>Equality information on which above analysis is based</p>	<p>Socio-economic data on which above analysis is based</p>																																
<p>The percentages of religious/non-religious places (Non-R) in Southwark are given in the table below, both before (2022 and 2023) and after the proposals in 2024</p> <table border="1" data-bbox="236 544 837 678"> <thead> <tr> <th>Type</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>RC</td> <td>16%</td> <td>16%</td> <td>17%</td> </tr> <tr> <td>CE</td> <td>14%</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>Non-R</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p>No substantive change in the percentage of non-religious places has been identified. As regards staffing, other than the Head or Deputy, there is no explicit requirement for staff to be practicing Christians for Church Schools, and no record of staff's religious belief is maintained. It is therefore unlikely that a closure or amalgamation or PAN reduction will have any discernible effect on staff's religious belief education in Southwark. Similarly, any restructuring as regards staff is also unlikely to have repercussions on one religious group or another.</p> <p>Extracted from the 2021 Census.</p> <table border="1" data-bbox="236 1137 691 1585"> <thead> <tr> <th>Religion</th> <th>Southwark</th> </tr> </thead> <tbody> <tr> <td>Christian</td> <td>46%</td> </tr> <tr> <td>Buddhist</td> <td>1%</td> </tr> <tr> <td>Hindu</td> <td>10%</td> </tr> <tr> <td>Jewish</td> <td>0%</td> </tr> <tr> <td>Muslim</td> <td>7%</td> </tr> <tr> <td>Sikh</td> <td>0%</td> </tr> <tr> <td>Other/No religion/not stated</td> <td>37%</td> </tr> </tbody> </table> <p>(Source, ONS Census 2021)</p>	Type	2022	2023	2024	RC	16%	16%	17%	CE	14%	13%	14%	Non-R	70%	70%	70%	Religion	Southwark	Christian	46%	Buddhist	1%	Hindu	10%	Jewish	0%	Muslim	7%	Sikh	0%	Other/No religion/not stated	37%	<p>No data available.</p>
Type	2022	2023	2024																														
RC	16%	16%	17%																														
CE	14%	13%	14%																														
Non-R	70%	70%	70%																														
Religion	Southwark																																
Christian	46%																																
Buddhist	1%																																
Hindu	10%																																
Jewish	0%																																
Muslim	7%																																
Sikh	0%																																
Other/No religion/not stated	37%																																
<p>Mitigating and/or improvement actions to be taken</p>																																	

As there have been no negative impacts relating to religion or belief identified, no mitigating or improvement actions are proposed.

Sex - A man or a woman.

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)

If there was a significant imbalance in the provision or uptake of places at schools in Southwark then the closure and amalgamations of schools, or the net reduction of PANs *may* effect this. However, all primary schools are both co-educational and there is no entrance requirement based on gender.

There are no potential socio-economic impacts or issues arising from disadvantage as regards the closure/amalgamation of schools and/or the reduction of PANs with respect to the gender of pupils.

As regards staffing, it could be that female staff are affected more, due to their prevalence in the workforce

Equality information on which above analysis is based

Socio-economic data on which above analysis is based

School	Category	% of cohort	
		Female	Male
Bessemer Grange Primary School	PAN Reduction	46.7	53.3
Comber Grove School	Amalgamation/Closure	45.9	54.1
Goose Green Primary School	PAN Reduction	52.7	47.3
Grange Primary School	PAN Reduction	46.0	54.0
Harris Free School Peckham	Amalgamation/Closure	49.5	50.5
Rye Oak Primary School	PAN Reduction	46.9	53.1
St Francis RC Primary School	PAN Reduction	49.7	50.3
St Joseph's Camberwell Catholic Schools' Federation (INFANTS)	PAN Reduction	52.6	47.4
St Mary Magdalene CofE Primary School	Amalgamation/Closure	55.4	44.6
St Paul's CE Primary School	PAN Reduction	48.4	51.6
Schools in Scope (PAN Reductions)	PAN Reduction	48.4	51.6
Schools in Scope Amalgamations)	Amalgamation/Closure	49.6	50.4
Schools in Scope		48.7	51.3
Southwark Total		49.4	50.6

A breakdown of gender for each school is given above, extracted from the Schools Census for 2022/23. Schools across the borough are balanced more or less 50:50, with slightly more boys than girls (+1.2%). Of the schools "in scope", there are slightly fewer (-0.7%) girls than the Southwark average, but no real difference between the different varieties of schools in scope. The figures are too small to bear any realistic statistical analysis or conclusions.

Mitigating and/or improvement actions to be taken

As there have been no negative impacts relating to gender identified, no mitigating or improvement actions are proposed.

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

Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.

Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)

The LA has no statutory duty to collect information about the sexual orientation of primary school children. However, the percentages of primary school children who are LGBTQ+ are likely to mirror society in general.

No socio-economic impacts/needs/issues arising from socio-economic disadvantage linked to school changes have been identified in relation to sexual orientation.

Schools have equalities duties towards LGBTQ+ children and all schools in Southwark adhere to these. Parents should have confidence that any school they choose for their child will be mindful of these duties.

Pupils may have parents or carers who are LGBTQ+. In either case, admissions do not take into account the sexual orientation of the child or parent/carer.

Equality information on which above analysis is based

Socio-economic data on which above analysis is based

The prevalence of different sexualities was covered in the 2021 Census for the first time. This is not (yet) available at a ward level, but the figures for Southwark show the following figures for the population over 16.

There appear to be no clear socio-economic impacts/needs/issues arising from socio-economic disadvantage for people based on sexual orientation in relation to schools, no appropriate or useful data has been identified.

Area	Straight or Heterosexual	Gay or Lesbian	Bisexual	Pansexual	Asexual	Queer	All other sexual orientations	Not answered	Non heterosexual
Southwark	82.71	4.53	2.57	0.67	0.07	0.17	0.06	9.21	8.07
London	86.19	2.23	1.52	0.37	0.05	0.06	0.04	9.54	4.27
England	89.37	1.54	1.29	0.23	0.06	0.03	0.02	7.46	3.17

Southwark is lower than the national and London average for heterosexuality and more than twice the London average for gay and lesbian residents over 16

Mitigating and/or improvement actions to be taken

As there have been no negative impacts relating to sexual orientation identified, no mitigating or improvement actions are proposed or required.

Eligibility for Free School Meals	
Potential impacts (positive and negative) of proposed policy/decision/business plan.	Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)
<p>Southwark has a high proportion of pupils who are eligible for free school meals (Free school meals: guidance for schools and local authorities - GOV.UK (www.gov.uk)). Southwark already funds a free school meal for all primary school children but the national eligibility information provides a useful tool for identifying socio-economic disadvantage.</p> <p>Five of the seven schools recommended for a PAN reduction have a percentage of pupils eligible for free school meals that is higher than the Southwark average and all of the schools recommended for an amalgamation do.</p> <p>There will be no impact of a PAN reduction on these pupils but a possible impact from amalgamation might be that parents struggle to find additional funding to pay for things like a new school uniform, transport to school, that is in a different location, etc.</p>	<p>In the medium-long term, the impact of amalgamation or closure would result in stronger long term socio-economic benefits as children will be attending a school that is better resourced and sustainable. Particularly for those most vulnerable.</p> <p>In the immediate-short term, a possible impact from amalgamation might be that parents struggle to find additional funding to pay for things like a new school uniform, transport to school, that is in a different location, etc.</p>
Equality information on which above analysis is based	Socio-economic data on which above

			analysis is based
School	Category	FSM %	See column to the left
Bessemer Grange School	PAN Reduction	19.3	
Comber Grove School	Amalgamation/Closure	37.6	
Goose Green Primary School	PAN Reduction	42.0	
Grange Primary School	PAN Reduction	45.4	
Harris Free School Peckham	Amalgamation/Closure	56.1	
Rye Oak Primary School	PAN Reduction	53.8	
St Francis RC Primary School	PAN Reduction	33.5	
St Joseph's Camberwell Infants	PAN Reduction	36.2	
St Mary Magdalene CofE Primary School	Amalgamation/Closure	46.4	
St Paul's CE Primary School	PAN Reduction	42.4	
School in Scope		41.3	
Schools in Scope (PAN Reduction)	PAN Reduction	38.9	
Schools in Scope (Amalgamations)	Amalgamation/Closure	46.7	
Southwark		34.0	
Mitigating and/or improvement actions to be taken			
Once a school amalgamation is proposed and agreed following the statutory process, then a range of support is available to pupils moving to the "new" school, and to the existing community of the new school, to help them to transition smoothly. This includes: helping with the cost of buying a new uniform; open and welcome days for new pupils; coffee mornings for parents/ carers/ families and staff; support from the admissions team for parents and carers, etc.			

<p>Human Rights</p> <p>There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour, Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol</p>
<p>Potential impacts (positive and negative) of proposed policy/decision/business plan</p> <p>In respect of the 16 rights listed, the proposal to reduce PAN numbers and amalgamate schools will not affect any of those listed. This said, the "The first sentence of Article 2 of Protocol No. 1 guarantees an individual right to education. The second guarantees the right of parents to have their children educated in conformity with their religious and philosophical convictions". The proposed school changes will not endanger this freedom, as there are numerous school places available in schools across Southwark.</p>
<p>Information on which above analysis is based</p>

At the last census time in January 2023, there were 5,790 spare places in Southwark primary schools.

Mitigating and/or improvement actions to be taken

As there have been no negative impacts relating to human rights identified, no mitigating or improvement actions are proposed or required.

Conclusions

Summarise main findings and conclusions of the overall equality impact and needs analysis for this area:

There is minimal impact of the proposed changes of the recommendations of the Keeping Education Strong Strategy. There will be no impact on schools where we propose PAN reductions as these schools have already been operating for some years at the pupil admissions numbers we are proposing to reduce to. Instead the formal reduction enables the schools to plan for class sizes and resourcing more efficiently and reliably.

For schools where an amalgamation is proposed, it is not an option to do nothing. Taking no action would mean that children in those schools will be disadvantaged further by not receiving a quality of education that will increase their life chances, particularly for the most vulnerable children. Mitigations are in place to support families to find places in vibrant, good and outstanding schools able to provide a consistently high quality of education and experience of schooling.

Section 5: Further equality actions and objectives

5. Further actions			
Based on the initial analysis above, please detail the key mitigating and/or improvement actions to promote equality and tackle inequalities; and any areas identified as requiring more detailed analysis.			
Number	Description of issue	Action	Timeframe
1	A proposal to amalgamate would have the greatest potential impact on children in Years 5 and 6 (ages 9-11) as they come to the end of their primary schooling.	Our admissions team will support children, families in securing a place in a good or outstanding school in the immediate area. In any school closure there will be a transition plan for years 5 and 6 in particular.	During statutory consultation and until the schools have amalgamated/closed.
2	Although any change in school can have an	Children from the schools affected who have	During statutory consultation and until the

	<p>unsettling effect on children, the amalgamation/closure of primary schools will have a negligible effect on disabilities for pupils.</p>	<p>EHCPs and SEND Plus are being closely supported to ensure their needs are met whichever schools they are proceeding to after amalgamation or closure.</p> <p>The SEND service will review EHCPs for any children moving schools, and provide additional support for transition.</p> <p>The educational psychology teams will work with school leaders and services to provide strategies for supporting children experiencing anxiety and/or are struggling with their mental health.</p>	<p>schools have amalgamated/closed.</p>
3	<p>There may be a number of children/ staff members going through any part of a gender reassignment process that we are unaware of. We would expect that they will be known to the school and the school is providing appropriate support.</p>	<p>We signpost to advice, services and resources to support any child or adult going through this process.</p> <p>Regular updates and reminders to schools to review that their policies and processes are up to date.</p> <p>Provide signposting to schools to advice/ support on gender reassignment.</p>	<p>During statutory consultation and until the schools have amalgamated/closed.</p>
4	<p>The pregnancy or maternity/ paternity leave status of a staff member or potential applicant should form no part of the recruitment or the redeployment process, so should not negatively impact on staffing.</p>	<p>We will encourage schools to review and update their policies in line with their statutory obligations towards the protected characteristics relating to pregnancy and maternity.</p>	<p>During statutory consultation and until the schools have amalgamated/closed.</p>
5	<p>There is no evidence available to show that closure or amalgamations of schools and PAN reductions would be likely to reduce diversity in the area. Given the diversity of Southwark's schools, it is more likely that the recommendations would</p>	<p>In the process of identifying the most appropriate school to amalgamate with, the council takes into account maintaining a good level of diversity among other factors in order to deliver an excellent quality of education to all pupils.</p>	<p>During statutory consultation and until the schools have amalgamated/closed.</p>

	increase diversity across more schools.		
6	Parents struggle to find additional funding to pay for things like a new school uniform, transport to school, that is in a different location, etc.	Once a school amalgamation is proposed and agreed following the statutory process, then a range of support is available to pupils moving to the “new” school, and to the existing community of the new school, to help them to transition smoothly. This includes: helping with the cost of buying a new uniform; open and welcome days for new pupils; coffee mornings for parents/ carers/ families and staff; support from the admissions team for parents and carers, etc.	In the first term of amalgamation/closure.

6. Review of implementation of the equality objectives and actions				

Implementation Equality Impact and Needs Analysis