

# EQUALITY AND WELSH LANGUAGE IMPACT ASSESSMENT



**Proposal to Amalgamate  
Brynford Community Primary School  
and Lixwm Community Primary School to Create  
One Area School from 1 September 2019**

**Spring 2018**



## **1. Introduction**

- 1.1. Flintshire County Council wishes to seek the views of interested parties regarding the proposal to amalgamate Brynford Community Primary School and Lixwm Community Primary School to create one area school from 1 September 2019.
- 1.2. A formal consultation document sets out information which consultees should consider to participate fully in the consultation process. The process follows regulatory guidance as set out in the Welsh Government's School Organisation Code 2013.
- 1.3. Figures, statistics and material referenced in this document are the most accurate available at the time of publication.

## **2. Purpose of Assessment**

- 2.1. The aim of an Equality and Welsh Language Impact Assessment (EIA) is to ensure that policies help to promote equality and Welsh language. The EIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy/proposal, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties of the Equality Act 2010 and Welsh Language Act 1993 and the Welsh Language Measure 2011.
- 2.2. All EIA's should consider the potential impact of policies in respect of all areas of equality including human rights and socio-economic issues. When carrying out an assessment it is necessary to consider negative and positive consequences of a proposals.
- 2.3. Our approach to EIA's will help us to strengthen our work to promote equality. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges.
- 2.4. This EIA document has considered both the negative and positive consequences of the proposals.

## **3. Data Collection**

- 3.1. Discussions took place with the Flintshire County Council Corporate Equality Impact Assessment Quality Assurance Group, which consists of Officers and members of public representing people with protected characteristics. The group helps to identify potential consequences of a proposal, suggests initiatives to reduce possible negative effects and to promote perceived positive impacts.
- 3.2. Each year Welsh Government conduct a Pupil Level Annual School Census (PLASC) and data collected in January 2017, along with information from the Inclusion Services and Estyn Inspection Reports, has been analysed in order to identify potential impacts on pupils.
- 3.3. Workforce information has been obtained from the Human Resources Business Partner Team. Parent and Governor information on protected characteristics is not recorded.

- 3.4. This EIA will form part of the consultation documents that will be available during the statutory consultation period. Feedback gathered during this period will be incorporated into the final Cabinet report.

#### **4. Consultations**

- 4.1. Consultation events will be held at each school to allow parents, carers, guardians, staff and governors the opportunity discuss the proposals in more detail with Local Authority Officers and to ask any relevant questions. Children and young people at Brynford CP School and Lixwm CP School along with those at the potentially affected schools will also be consulted via their School Council's.

#### **5. Additional Information**

- 5.1. The proposal was put forward as a result of the Local Authority's School Modernisation strategy, details of which can be found on the Flintshire County Council website at:

<http://www.flintshire.gov.uk/en/Resident/Schools/School-Modernisation-Related/Home.aspx>.

- 5.2. This information has been compiled on behalf of Claire Homard, Interim Chief Officer for Education and Youth, Flintshire County Council.

## 6. Protected Characteristic Information

### 6.1. Brynford Community Primary School

| Protected Characteristic | Pupils <sup>1</sup>  | Parents / Carers          | Staff <sup>2</sup>   | Governors                 |
|--------------------------|--|---------------------------|--|---------------------------|
| Age Range (years)        | 3-11   | Information not available | 25-64  | Information not available |
| Gender                   | 30 boys (44.12%)<br>38 girls (55.88%)<br>68 Full Time  | Information not available | 0 Male (0%)<br>13 Female (100%)<br>3 Full Time Posts (13.04%)<br>0 Full Time Term Time Posts (0%)<br>5 Part Time Posts (21.74%)<br>15 Part Time Term Time Posts (65.22%) | 2 Male<br>8 Female        |
| Disability               | Less than 10 pupils have a Statement of Special Needs.<br><br>There are currently 17 pupils who do not have a statement of special education but who receive some support for Additional Learning Needs ALN.<br><br>Less than 10 pupils with noted physical difficulties | Information not available | 0% Declared a disability<br>53.85% Declared no disability<br>46.15% Not stated   | Information not available |

<sup>1</sup> (Welsh Government, Jan. 2017)

<sup>2</sup> (FCC Workforce Statistics, Jan. 2018)

| Protected Characteristic       | Pupils <sup>1</sup>   | Parents / Carers          | Staff <sup>2</sup>  | Governors                 |
|--------------------------------|---|---------------------------|---|---------------------------|
| Race                           | 95.59% White-British<br>4.41% Not stated<br><br>0 pupils receive support for English as an Additional Language. | Information not available | 53.85% White<br>46.15% Not stated   | Information not available |
| Religion and Belief            | N/A   | Information not available | 15.38% Christian<br>7.69% None<br>7.69% Other<br>69.23% Not stated  | Information not available |
| Marriage and Civil Partnership | N/A   | Information not available | 53.85% Married / Civil Partnership<br>46.15% Not stated   | Information not available |
| Pregnancy & Maternity          | N/A   | Information not available | 0% on Maternity Leave   | Information not available |
| Sexual Orientation             | N/A   | Information not available | 30.77% Heterosexual/Straight<br>69.23% Not stated   | Information not available |
| Gender Reassignment            | N/A   | Information not available | Information not available   | Information not available |
| Welsh Language                 | Brynford CP School is defined as English Medium (EM).   | Information not available | Teachers / Support Staff<br>20% / 40%<br>Fluent Welsh speakers<br>80% / 60% Welsh speakers but not fluently<br>0% / 0% Cannot speak Welsh | Information not available |

Table 1: Brynford School Protected Characteristic Information

## 6.2. Lixwm Community Primary School

| Protected Characteristic | Pupils <sup>3</sup>  | Parents / Carers          | Staff <sup>4</sup>   | Governors                 |
|--------------------------|--|---------------------------|--|---------------------------|
| Age Range (years)        | 3-11   | Information not available | 25-59.   | Information not available |
| Gender                   | 31 boys (62.00%)<br>19 girls (38.00%)<br>50 Full Time  | Information not available | 1 Male (7.69%)<br>12 Female (92.31%)<br>3 Full Time Posts (17.65%)<br>0 Full Time Term Time Posts (0%)<br>6 Part Time Posts (35.29%)<br>8 Part Time Term Time Posts (47.06%) | 3 Male<br>7 Female        |
| Disability               | Less than 10 pupils have a Statement of Special Needs.<br><br>There are currently 11 pupils who do not have a statement of special education but who receive some support for Additional Learning Needs ALN.<br><br>Less than 10 pupils with noted physical difficulties | Information not available | 61.54% Declared no disability<br>38.46% Not stated   | Information not available |
| Race                     | 97.96% White-British<br>2.04% Not stated   | Information not available | 69.23% White<br>30.77% Not stated  | Information not available |

<sup>3</sup> (Welsh Government, Jan. 2017)

<sup>4</sup> (FCC Workforce Statistics, Jan. 2018)

| Protected Characteristic       | Pupils <sup>3</sup>   | Parents / Carers          | Staff <sup>4</sup>   | Governors                 |
|--------------------------------|---|---------------------------|--|---------------------------|
|                                | 0 pupils receive support for English as an Additional Language. |                           |  |                           |
| Religion and Belief            | N/A   | Information not available | 23.08% Christian<br>15.38% None<br>61.54% Not stated   | Information not available |
| Marriage and Civil Partnership | N/A   | Information not available | 46.15% Married / Civil Partnership<br>53.85% Not stated  | Information not available |
| Pregnancy & Maternity          | N/A   | Information not available | 0% Maternity Leave   | Information not available |
| Sexual Orientation             | N/A   | Information not available | 30.77% Heterosexual/Straight<br>69.23% Not stated  | Information not available |
| Gender Reassignment            | N/A   | Information not available | Information not available  | Information not available |
| Welsh Language                 | Lixwm CP School is defined as English Medium (EM).              | Information not available | Teachers / Support Staff<br>33% / 25% Fluent Welsh speakers<br>66% / 75% Welsh speakers but not fluently<br>0% / 0% Cannot speak Welsh | Information not available |

Table 2: Lixwm School Protected Characteristics Information

## 7. Potential Impacts

### 7.1. Retaining the Status Quo (Two Independent Schools)

| Protected Characteristic       | Brynford C.P. School                          | Lixwm C.P. School                             | Actions to Mitigate Potential Impact |
|--------------------------------|---|---|--------------------------------------|
| Age Range (years)              | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Gender                         | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Disability                     | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Race                           | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Religion and Belief            | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Marriage and Civil Partnership | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Pregnancy & Maternity          | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Sexual Orientation             | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Gender Reassignment            | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Welsh Language                 | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |
| Other                          | No negative discriminatory impact anticipated | No negative discriminatory impact anticipated |                                      |

Table 3: Potential Impacts of Retaining the Status Quo



## 7.2. Proposed Phase 1 (One Area School on Two Sites)

| Protected Characteristic       | Potential Negative Impacts for Brynford C.P. School Pupils  | Potential Negative Impacts for Lixwm C.P. School Pupils   | Actions to Mitigate Potential Negative Impacts  |
|--------------------------------|---|---|---|
| Age Range (years)              | A new school uniform for pupils;<br>Risk of redundancies for staff;<br>Reduction of the governing body. | A new school uniform for pupils;<br>Risk of redundancies for staff;<br>Reduction of the governing body. | Access to School Uniform Exchange programme;<br>Individual support for staff;<br>Collective support for governing bodies.   |
| Gender                         | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Disability                     | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Race                           | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Religion and Belief            | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Marriage and Civil Partnership | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Pregnancy & Maternity          | Communication with staff on maternity or paternity leave may be compromised                             | Communication with staff on maternity or paternity leave may be compromised                             | A named representative from the Human Resources Business Partner Team will be appointed to liaise directly with individuals |
| Sexual Orientation             | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Gender Reassignment            | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Welsh Language                 | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Other                          | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |

Table 4: Potential Impacts of Phase 1

### 7.3. Proposed Phase 2 (One Area School on One Site)

| Protected Characteristic       | Potential Negative Impacts for Brynford C.P. School Pupils  | Potential Negative Impacts for Lixwm C.P. School Pupils   | Actions to Mitigate Potential Negative Impacts  |
|--------------------------------|---|---|---|
| Age Range (years)              | Friendship groups may be affected;<br>Anxiety around a new learning environment;<br>Risk of redundancies for staff;<br>Reduction of the governing body. | Friendship groups may be affected;<br>Anxiety around a new learning environment;<br>Risk of redundancies for staff;<br>Reduction of the governing body. | Transition support for all pupils;<br>Individual support for staff;<br>Collective support for governing bodies.             |
| Gender                         | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Disability                     | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Race                           | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Religion and Belief            | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Marriage and Civil Partnership | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Pregnancy & Maternity          | Communication with staff on maternity or paternity leave may be compromised   | Communication with staff on maternity or paternity leave may be compromised   | A named representative from the Human Resources Business Partner Team will be appointed to liaise directly with individuals |
| Sexual Orientation             | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Gender Reassignment            | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Welsh Language                 | No negative discriminatory impact anticipated   | No negative discriminatory impact anticipated   |   |
| Other                          | No negative discriminatory impact anticipated   | Journey times for pupils will increase for some and decrease for others   | A full Transport Impact Assessment has been undertaken and is available as a separate document                              |

Table 5: Potential Impacts of Phase 1

## 8. Promotion of Positive Impact

8.1. Although there are no negative discriminatory impacts anticipated in some areas there are a number of support mechanisms in place to help those people who may be affected by any potential changes, these include (non-exhaustive list):

- Any pupil, parent/carer, staff member or governor with a protected characteristic will be provided with the appropriate support should the proposal be implemented.
- All pupils, regardless of their age, gender, disability, race, religious belief and first language will be offered transition and pastoral support if they affected by the proposal;
- The Council will take all practicable steps to minimise disruption to all pupils with specific consideration given to pupils with additional learning needs (ALN);
- The School Uniform Exchange aims to encourage the people of Flintshire to recycle and donate unwanted or unused school uniform items rather than putting them in the bin. Uniforms can be donated to Nightingale House Hospice who will sort and distribute uniforms across Flintshire.
- It is also fairly typical that most pupils will require new uniforms as they enter into a new academic year, therefore there may be a requirement to purchase a new uniform regardless of what school the pupil attended.
- As well as individual school policies to support staff at risk of redundancy, the Council will provide support to explore alternative opportunities and retirement options.
- Support will also be given to the governing bodies to help reorganise the governance structure.
- Gender performance is monitored at school level and gaps are progressed through the School Action Plan.
- With a number of specialist interrelated services the Council's Inclusion Service ensures its duty under the SEN Code of Practice for Wales 2002 is delivered. Services include:
  - Education Psychology Service;
  - Young Persons, Counselling Service;
  - Sensory Service;
  - English as an Additional Language / Gypsy Traveller Service;
  - Additional Learning Needs Service;
  - Speech, Language & Communication Service;
  - Education Welfare Service;
  - Behaviour Support Service;
  - Education Otherwise Than At School; and
  - Autistic Spectrum Condition Service.
- The Council works within the Equality Act 2010 to secure accessible school buildings for its pupils, parents and carers, staff and governors. A pupil with a disability is assessed on an individual basis and a budget is available to adapt schools for pupils to access the curriculum. However, adaptations to buildings needs to meet the needs of pupils with disabilities and has to be proportionate and reasonable within the available budget;
- The Council will fulfil its statutory duty to monitor the provision and achievement of pupils and schools relating to the agreed Religious Education syllabus;
- There is denominational and non-denominational Primary Schools for 3-11s available within Flintshire area should pupils who are dispersed wish to access faith education;
- A named representative from Flintshire County Council's Human Resources Business Partner Team will be appointed to liaise directly with individuals in order

to provide advice and guidance on opportunities for redeployment, retirement and, where necessary, redundancy.

- The Council will arrange meetings with respective Trade Unions to discuss any implications of the proposal, should it be implemented.
- Flintshire County Council is currently developing a Trans Policy for schools. Training will be made available to schools;
- Both schools have their own equality and diversity statements, Strategic Equality plan as well as employment policies to support staff through any transition. Each school should have their own ethos around promoting equality, eliminating discrimination and promoting good relations.
- Should parents/carers decide to choose a Welsh Medium primary school as an alternative, Ysgol Gwenffrwd in Holywell is approximately 2.0 miles from Brynford C.P. School and approximately 3.8 miles from Lixwm C.P. School;
- Disabled pupils and staff will have improved access to school facilities;
- Trans pupils and staff will have access to gender neutral toilets.

8.2. All schools are regularly monitored by the regional school improvement service GwE and receive School inspections via Estyn.

## **9. Additional Information**

### **9.1. Negative Impacts Where No Action Is Required**

None.

### **9.2. Procurement**

N/A

### **9.3. Monitoring, Evaluation and Reviewing**

The impact and effectiveness of the new policy will be monitored by reviewing:

- PLASC survey information;
- Impacts on pupils moving from current site/s with Inclusion Services;
- Performance based national indicators, with GwE/Regional School Improvement Service (Gwasanaeth Effeithiolrwydd Ysgolion) and through Estyn; and
- Data collected during the consultation process on the protected characteristics.

## **10. Conclusion**

10.1. There are policies, procedures and systems in place to reduce the negative impacts anticipated by this assessment. Should implementation of the proposal result in negative impacts that have not been identified, the Council will make all practicable steps to provide the appropriate support to affected individuals and/or groups.

10.2. The Equality Impact Assessment will be published on the Flintshire County Council website alongside the consultation documentation and will be monitored throughout the implementation of the proposal should it be fulfilled.

10.3. Below is a link to the website, which will also be provided to the schools:

## 11. Declaration

11.1. The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment

11.2. The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

## 12. Assessment Team

| NAME               | JOB TITLE                                | ORGANISATION              |
|--------------------|--|---------------------------|
| Sarah Thomas       | Project Officer School Modernisation     | Flintshire County Council |
| Nathan Evans       | Project Officer School Modernisation     | Flintshire County Council |
| Stephanie Aldridge | Policy & Performance Support Worker      | Flintshire County Council |
| Fiona Mocko        | Policy Advisor (Equalities and Cohesion) | Flintshire County Council |

## 13. Quality Check

The document has been verified by:



---

**Damian Hughes**  
Senior Manager, School Planning and Provision  
Education and Youth, Flintshire County Council

Date 15/03/2018



---

**Claire Homard**  
Interim Chief Officer  
Education and Youth, Flintshire County Council

Date 15/03/2018