



Equality Impact Assessment

Preliminary assessment form v5 / 2013

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The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

Director of Children services & education

**Function e.g. HR,
IS, carers:**

EDUCATION

Title of policy, service, function, project or strategy (new or old) :

Closure of Brambles Nursery and replacement full day-care provision at Goldsmith Infant School

Type of policy, service, function, project or strategy:

- Existing
- New / proposed
- Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

To close the Brambles nursery school and at the same time open a replacement day-care provision at Goldsmith Infant school (which shares the site).

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

The combined proposal will benefit the children that attend the new provision and their families by developing early years provision which has a rich curriculum which supports children throughout the early years foundation stage. The combined school and day-care provision will have one agreed shared vision and set of values to continue to drive up standards and promote continuity and progression. The provision will continue to build upon the access that pupils and their families have to both family learning and developing a range of inclusive services.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "negative" or "unclear" consider doing a full EIA

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy and maternity

Other excluded groups

If the answer is "no" or "unclear" consider doing a full EIA

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

yes

No

Q7 - How have you come to this decision?

Since September 2012 Goldsmith Infant school and Brambles Nursery have been operating under a federation arrangement where a single governing body and shared senior leadership team are in place. New day-care provision at Goldsmith Infant school will replace the provision available at the Brambles Nursery school and as nursery staff will move to the new provision and the two establishments have been operating under shared leadership there will be continuation of provision for the children and families affected.

A consultation was undertaken from 6th June to 1st July 2016. A consultation document was distributed to all consultees as part of the pre-statutory consultation process and in line with guidance published in the School Organisation (Establishment and Discontinuance) (England) Regulations 2013 that came into force in April 2016.

In addition to this, two open public consultation meetings were held at the school on 15th and 16th June 2016. Neither meeting was well attended with 1 and 0 parents attending the meetings respectively. The 1 person that attended was in support of the proposal.

The responses below are a summary of responses received during the consultation period. Only one response was not in support of the proposals, although no comment was made as to why.

Total responses received 29

Number in support of the proposals 27

Number not in support of the proposals (reason unknown) 1

Number undecided/unknown 1

Based on the response received and the limited change that the proposal will make to the operation of the school and that no group will be adversely affected, a full EIA has not been completed.

If you have to complete a full EIA please contact the Equalities and diversity team if you require help
Tel: 023 9283 4789 or email: equalities@portsmouthcc.gov.uk

Q8 - Who was involved in the EIA?

Janet Andrews

This EIA has been approved by: Chris Williams

Contact number: x8570

Date: 12/7/16

Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk