

EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Lisa Howell.

Service Director: Andrea Richards.

Service Area: Directorate of Education and Inclusion Services, 21st Century Schools Team.

Date: 28/09/2023, 08/11/2023 and 19/03/2024.

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.b) What is the name of the proposal?

Closure of Rhigos Primary School with pupils transferring to Hirwaun Primary School.

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

The proposal is to close Rhigos Primary School with pupils transferring to Hirwaun Primary School. The proposal will be achieved by extending the catchment area of Hirwaun Primary School to include the current catchment area of Rhigos Primary School. Current and future pupils of Rhigos Primary School, which is in poor condition and consists of three mixed year group classes, will instead attend Hirwaun Primary School which has a new school building that is fit for 21st century education. Hirwaun Primary School provides an accessible learning environment, including bright, open, flexible learning spaces to maximise the potential for learning.

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

Must comply with the School Organisation Code 2018 (2nd Edition) (011/2018) and be subject to a statutory consultation process.

1.e) Please outline who this proposal affects:

- ☐ Service users ☒
- ☐ Employees ☒
- ☐ Wider community ☒

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age (<i>Specific age groups i.e. young people or older people</i>)	Positive	Young People (i.e. School Aged People) There are currently 59 statutory aged pupils attending Rhigos Primary	Successful delivery of new school buildings previously throughout the County Borough and their positive impact on the school and wider communities.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>School and 233 statutory school aged pupils attending Hirwaun Primary School.</p> <p>Transferring pupils from the old, dilapidated school accommodation at Rhigos Primary School to Hirwaun Primary School will provide opportunities for the pupils to be taught in a new environment fit for 21st century learning and teaching.</p> <p>Transferring pupils of Rhigos Primary School to the new school building at Hirwaun Primary School, with modern classrooms will:</p> <ul style="list-style-type: none"> - Deliver comfortable and attractive learning environments for children previously taught in poor condition accommodation. - Provide 21st century facilities to enable all pupils in the local community to access learning and 	<p>For example, community facilities are very well used at lots of our new schools including Y Pant Comprehensive, Tonyrefail Community School and Hirwaun Primary School successfully offers multiple forms of support to families, such as money management and cost of living support, parenting support sessions, well-being sessions and savings club information. Hirwaun Primary School also engages in weekly food bank provisions for the community and weekly 'too good to waste' food distributions.</p> <p>If this proposal is agreed transition events will be provided to pupils and parents/carers.</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>activities which can help develop relationships within communities. - Allow easy access to services to improve the lives of children and their families.</p> <p>Being part of a larger school will mean that pupils are more likely to be taught in classes with predominantly their own age group, enabling teachers to offer pupils a wider and more varied curriculum to support all pupils, including the least and most able. This is not currently the case at Rhigos Primary School, where there are only three classes, all of which are of mixed age groups.</p> <p>Older People (i.e. Parents/Carers and the Wider Community) There will also be opportunity for the wider community use of the school and sporting facilities from which all members of the wider community (young and old) will have the opportunity to benefit.</p>	

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>1.7% (4) of respondents commented that the proposal could impact them due to their age.</p> <p>There may be a possible perceived negative as the children who currently attend Rhigos Primary School may be nervous about attending Hirwaun Primary School. However, if this proposal is agreed transition events will be provided to pupils and parents/carers.</p>	
Disability <i>(people with visible and non-visible disabilities or long-term health conditions)</i>	Positive	<p>At present, the Rhigos Primary School site and school building is inaccessible and non-compliant with the Equality Act 2010. The new site at Hirwaun Primary school, however, complies fully with the Equality Act 2010 and is accessible to all, internally and externally.</p> <p>Flexible learning spaces and a heartspace at the school will provide quieter spaces which will benefit all</p>	<p>Rhigos Primary School currently has 17 pupils with ALN, none of which have physical needs, Hirwaun Primary School currently has 12 pupils with ALN, 2 of which have physical needs.</p> <p>Delivery of new school buildings previously throughout the County Borough and their accessibility</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>learners, particularly those with additional learning needs (ALN).</p> <p>2.9% (7) of respondents commented that the proposal could impact them due to their disability. Comments included concerns regarding limited public transport for those who are disabled and unable to drive and the impact this could have should there be a need to collect their child from school. Unfortunately, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage.</p> <p>As all pupils living in Rhigos will have the opportunity to utilise the home to school transport provision we anticipate that the number of journeys required on public transport to be minimal.</p>	<p>to all building users.</p> <p>Design of all new schools incorporates total accessibility at the heart of the design, as was the case with Hirwaun Primary School.</p>
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they</i>	Positive	Gender neutral toilet facilities (washrooms) will be available in Hirwaun Primary School in compliance with The Education	Research included in the International Journal of Public Health demonstrates that school washrooms have been

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>were assigned at birth including non-binary identities)</i>		<p>(School Premises) Regulations 1999.</p> <p>The 2021 Census provides data on gender identity. In RCT the percentage of individuals who are the same gender as that registered at birth is 93.69% whilst the percentage of individuals who are a different gender identity to that registered at birth but no specific identity given is 0.14%. Gender identity in RCT can be further broken down as follows:</p> <ul style="list-style-type: none"> - Trans woman – 0.07%. - Trans man – 0.07%. - Non-binary – 0.05%. - All other gender identities – 0.03% - Did not answer – 5.95%. 	<p>identified by sexuality and gender diverse (SGD) pupils as the least safe spaces in schools. They are sites of verbal, physical and sexual victimisation. Providing gender neutral toilet facilities (washrooms), schools may reduce the bullying and victimisation of SGD pupils, particularly those who are transgender or gender diverse.</p> <p>Delivery of new school buildings previously throughout the County Borough and the inclusion of gender neutral toilet facilities (washrooms).</p>
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral	<p>Proposed changes are not expected to impact on this group.</p> <p>While impact on characteristics</p>	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		relating to Marriage or Civil Partnership is not expected, this proposal will be monitored regularly. Should an impact arise, needs will be addressed, and this Equality Impact Assessment updated where necessary.	
Pregnancy and Maternity <i>(women who are pregnant/on maternity leave)</i>	Positive	The facilities at Hirwaun Primary School comply with the current requirements of planning and building control legislation, and are fully comply with the Equality Act 2010 making it accessible to all. It has level access and is more thermally comfortable with ease of internal temperature regulation. There is comfortable staffing arrangements/facilities for Preparation Planning and Assessment (PPA) and rest facilities, if required, via a dedicated hygiene/medical room.	Delivery of new school buildings previously throughout the County Borough and their positive impact on the staff, parents and the wider communities due to them being naturally ventilated and having energy efficient heating systems.
Race <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Neutral	Proposed changes are not expected to impact on this group.	When looking at ethnicity data, 2022 PLASC data shows 93.9% of statutory school aged pupils identified as White

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		While impact on characteristics relating to Race is not expected, this proposal will be monitored regularly. Should an impact arise, needs will be addressed, and this Equality Impact Assessment updated where necessary.	British (WBRI), 5.9% where classified as any other ethnic background whilst 0.2% where unknown. 2022 PLASC data shows Hirwaun Primary School have 9 pupils who don't identify as WBRI and Rhigos Primary School has 1 pupil who doesn't identify as WBRI.
Religion or Belief <i>(people with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	Hirwaun Primary School is a fully accessible and fully integrated community school. A dedicated area is designed within so that the local community will be allowed to safely use the facilities, both during and after the school day. This could include local community religious groups.	Delivery of new school buildings previously throughout the County Borough and their positive impact on pupils, parents/carers, staff and the wider community.
Sex <i>(women and men, girls and boys)</i>	Positive	Hirwaun Primary School is for boys and girls in RCT and has been built in accordance with current requirements of planning and building control legislation and is fully	Delivery of new school buildings previously throughout the County Borough and their positive impact on pupils,

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>accessible and compliant with the Equality Act 2010, and The Education (School Premises) Regulations 1999.</p> <p>It is thermally comfortable with ease of internal temperature regulation which will be of benefit to staff with menopausal symptoms by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.</p>	<p>parents/carers, staff and the wider community due to them being naturally ventilated and having energy efficient heating systems.</p>
Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i>	Neutral	<p>Proposed changes are not expected to impact on this group.</p> <p>While impact on characteristics relating to Sexual Orientation is not expected, this proposal will be monitored regularly. Should an impact arise, needs will be addressed, and this Equality Impact Assessment updated where</p>	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		necessary.	

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	<p>There are currently no pupils at either Hirwaun Primary School or Rihgos Primary School who are children of the armed forces community.</p> <p>The capacity at Hirwaun Primary School ensures sufficient places to accommodate families who may move to the Hirwaun or Rhigos areas midway through an academic year (due to a change in circumstances).</p>	Hirwaun Primary School has the ability to accommodate more children who may move to the Hirwaun or Rhigos areas midway through an academic year (due to a change in circumstances). In such circumstances children and families will be supported by a regional school Liaison Officer who works with children and families of the armed forces community.
Carers	Positive	Data from September 2022 indicates that there were no	Hirwaun Primary School has the ability to accommodate

<p><i>(anyone of any age who provides unpaid care)</i></p>		<p>young carers attending Hirwaun Primary School and one young carer attending Rhigos Primary School.</p> <p>The capacity of the new school building in Hirwaun will ensure sufficient places to accommodate families who may move into the area midway through an academic year.</p> <p>The new 21st century learning environment may encourage more parents/carers to choose their catchment school as opposed to schools outside of their catchment area, reducing the time, cost and environmental impacts of longer journeys.</p>	<p>more children who may move to the Hirwaun or Rhigos areas midway through an academic year (due to a change in circumstances). in such circumstances children and families will be supported by RCTCBC.</p>
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If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified for any of the protected characteristic groups. All impacts on the protected characteristics groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision?

Yes ☒

No ☐

Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 28/09/2023, 08/11/2023 and 19/03/2024.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a 'strategic nature' is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty](#) Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students

- People living in the most deprived areas in Wales
- People with low literacy and numeracy
- People who have experienced the asylum system
- People misusing substances
- People of all ages leaving a care setting

- Single adult households

- People involved in the criminal justice system

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low Income/Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Positive	<p>A person is identified to be living in relative income poverty if they live in a household where the total household income from all sources is less than 60.0% of the average UK household income (as given by the median).</p> <p>The Welsh Index of Multiple Deprivation (WIMD) is the Welsh Government's (WG's) official measure of relative deprivation for small areas in Wales. It identifies areas with the highest concentrations of several different types of deprivation. WIMD ranks all small areas (Lower Super Output Areas (LSOA)) in Wales from 1 (most deprived) to 1,909 (least deprived).</p> <p>The WIMD is currently made up of eight separate domains (or types) of deprivation, each compiled from a</p>	<p>Delivery of new school buildings previously throughout the County Borough and their positive impact on the school and wider communities, e.g. STEM afterschool clubs at a number of schools.</p> <p>Hirwaun Primary School successfully offers multiple forms of support to families, such as money management and cost of living support, parenting support sessions, well-being sessions and savings club information. Hirwaun Primary School engages in weekly food bank provisions for the community and weekly 'too good to waste' food distributions.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>range of different indicators. The index is constructed from a weighted sum of the deprivation score for each domain. The weights reflect the importance of the domain as an aspect of deprivation, and the quality of the indicators available for that domain. The domains are:</p> <ul style="list-style-type: none"> - Income. - Employment. - Health. - Education. - Access to Services. - Housing. - Community Safety. - Physical Environment. <p>In terms of the income domain, which is the percentage of the population in income deprivation, comprised of those who are in receipt of income related benefits, in receipt of tax</p>	

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>credits, with an income 60.0% below the Wales median or a supported asylum seeker, using WIMD data, Rhigos is ranked 1,010th out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 110th out of 154 LSOAs in RCT. Hirwaun is ranked 141st out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 17th out of 154 LSOAs RCT.</p> <p>This proposal will provide more pupils with education in a new school building with modern, flexible spaces offering opportunities for additional after school provision. This offers more pupils a better learning environment without impacting income levels.</p> <p>Due to the location and the distance between Rhigos Primary School and Hirwaun Primary School, all pupils</p>	

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>who fall under the current catchment area of Rhigos Primary School would qualify for free home to school transport.</p> <p>The facilities at Hirwaun Primary School are accessible to the whole of the local community, regardless of income level or where they live, and this proposal would extend this provision to the Rhigos community also.</p> <p>Hirwaun Primary School has a dedicated community facility, which was designed in such a way that access to the community facility, school hall and toilet provision is safely available without the need to access the rest of the school building. Subject to the local requirements/needs, the Hirwaun Primary School could be made available for adult education classes, community groups, community</p>	

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		meetings etc, which, along with the sporting facilities, will provide a valuable community resource for all.	
Low and / or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i>	Positive	<p>Using WIMD data, overall Rhigos is ranked 707th out of 1,909 LSOAs in Wales, which places it among the 30.0 to 50.0% most deprived, and ranked 91st out of 154 LSOAs in RCT. Hirwaun is ranked 176th out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived, and ranked 25th out of 154 LSOAs in RCT.</p> <p>Families who are on low incomes or who are just above the poverty threshold can continue to utilise the breakfast club provision which is also provided at Hirwaun Primary School.</p> <p>This proposal could ensure that families who experience low levels of wealth have access to high quality education and community facilities.</p>	<p>Delivery of new school buildings previously throughout the County Borough and their positive impact on availability of breakfast club places.</p> <p>Hirwaun Primary School successfully offers multiple forms of support to families, such as money management and cost of living support, parenting support sessions, well-being sessions and savings club information. Hirwaun Primary School engages in weekly food bank provisions for the community and weekly 'too good to waste' food distributions.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<u>Material Deprivation</u> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	Positive	<p>In November 2021, the Welsh Government announced plans to introduce universal free school meals (UFSM) for all primary school aged pupils. The new catering facilities at Hirwaun Primary School will cater for any pupils from Rhigos Primary School who take up UFSM.</p> <p>This proposal offers better opportunity for families to have access to high quality educational and community facilities.</p>	<p>Delivery of new school buildings previously throughout the County Borough and their positive impact on UFSM uptake.</p> <p>Hirwaun Primary School successfully offers multiple forms of support to families, such as money management and cost of living support, parenting support sessions, well-being sessions and savings club information. Hirwaun Primary School engages in weekly food bank provisions for the community and weekly 'too good to waste' food distributions.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<u>Area Deprivation</u> <i>(where you live (rural areas), where you work (accessibility of public transport))</i>	Positive	<p>In term of physical environment, using WIMD data, Rhigos is ranked 1,598th out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived, and ranked 151st out of 154 LSOAs in the County Borough. Hirwaun is ranked 841st out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived, and ranked 84th out of 154 LSOAs in the County Borough.</p> <p>This proposal offers people who live in the community of Rhigos the opportunity to access educational and community facilities that are fit for the 21st century, enhancing learning environments for pupils and providing resources which are better suited for the effective delivery of the New Curriculum for Wales.</p>	Successful delivery of new school buildings previously throughout the County Borough, providing brand new facilities and resources to aid in the delivery of a 21 st century education.
Socio-economic background <i>(social class i.e. parents)</i>	Positive	In terms of Employment, using WIMD data, Rhigos is ranked 805 th out of 1,909 LSOAs in Wales, which places	Successful delivery of new school buildings previously throughout the County

<p><i>education, employment and income)</i></p>		<p>it among the 30.0 % to 50.0% most deprived, and ranked 102nd out of 154 LSOAs in the County Borough. Hirwaun is ranked 151st out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived, and ranked 26th out of 154 LSOAs in the the County Borough.</p> <p>This proposal ensures that pupils in the community of Rhigos requiring English medium education are given the same opportunity to access 21st century educational facilities, regardless of their socio-economic background.</p> <p>Hirwaun Primary School has additional facilities (e.g. multi-use games area) which can be used by pupils and the wider community thereby offering increased opportunities for after school clubs/community group use and improving the health and wellbeing of individuals. This provision would be extended to the community of Rhigos.</p>	<p>Borough and their positive impact on the school and wider communities.</p> <p>For example, community facilities are very well used at lots of our new schools including Y Pant Comprehensive, Tonyrefail Community School and Hirwaun Primary School successfully offers multiple forms of support to families, such as money management and cost of living support, parenting support sessions, well-being sessions and savings club information. Hirwaun Primary School engages in weekly food bank provisions for the community and weekly 'too good to waste' food distributions.</p>
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		<p>The new facilities at Hirwaun Primary School also have brand new ICT facilities which will benefit the pupils and the wider community in terms of opportunities to enhance computer literacy.</p>	
<p>Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Positive</p>	<p>This proposal could positively impact individuals of all ages and all pupils and parents/carers with any access requirements.</p> <p>The facilities and resource provision at Hirwaun Primary School will afford more opportunities for more children and older learners/community members to access fantastic new facilities. This proposal should not directly impact individuals who experience low income/wealth or individuals who already face disadvantage.</p> <p>The facilities and community provision already available at Hirwaun Primary School will be available to a wider community as a</p>	<p>Successful delivery of new school buildings previously throughout the County Borough and their positive impact on the school and wider communities, including community engagement activities.</p>

		result of this proposal, and so more people could benefit from accessing the new resources.	
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. **Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.

- Data analysis is based on data derived from the PLASC unless otherwise stated.

- Qualitative reasoning gathered from the Council's Directorate of Education and Inclusion Services 21st Century Schools Team and the Council's Corporate Estates Team.

- Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

The consultation commenced on 2nd October 2023 and closed at 17:00 on 17th November 2023.

Face to face meetings were arranged with the staff and Governing Bodies and School Council's of the Hirwaun Primary School and Rhigos Primary School.

Two public drop in sessions were also held in Hirwaun Primary School and Rhigos Primary School so that members of the public could discuss the proposal with Officers from the Council's Directorate of Education and Inclusion Services and provide any feedback at the session.

A Consultation Response Form was also be available at on the Council's website on the 'Get Involved' page. The Consultation Response Form enabled consultees to indicate if they wished to be notified of the publication of the Consultation Report, once presented to the Council's Cabinet.

Consultees were also welcomed to put their views, comments, and any questions in writing and email.

This Equality Impact Assessment was updated following the completion of the consultation to include any necessary feedback.

The Council's Directorate of Education and Inclusion Services 21st Century Schools Team will monitor this proposal.

4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes ☒

No ☐

SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

The consultation commenced on 2nd October 2023 and closed at 17:00 on 17th November 2023.

Face to face meetings were arranged with the staff and Governing Bodies and School Council's of the Hirwaun Primary School and Rhigos Primary School.

Two public drop in sessions were also held in Hirwaun Primary School and Rhigos Primary School so that members of the public could discuss the proposal with Officers from the Council's Directorate of Education and Inclusion Services and provide any feedback at the session.

A Consultation Response Form was also be available at on the Council's website on the 'Get Involved' page. The Consultation Response Form enabled consultees to indicate if they wished to be notified of the publication of the Consultation Report, once presented to the Council's Cabinet.

Consultees were also welcomed to put their views, comments, and any questions in writing and email.

The Council's Directorate of Education and Inclusion Services 21st Century Schools Team will monitor this proposal.

5b) When is the evaluation of the proposal due to be reviewed?

The Council's Cabinet will consider the Consultation Report and decide, based on the feedback, whether to proceed with the proposal, amend the proposal or not proceed with the proposal. If the Council's Cabinet decides not to proceed, that will be the end of the proposal.

If the Council's Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Organisation Code 2018 (2nd Edition) (011/2018) requires that anyone wishing to make objections to a school organisation proposal can do so. To be considered as statutory objections, objections must be made in writing or by email, and sent to the Council within 28 days of the date on which the Statutory Notice was published.

The Council's Cabinet will consider the outcome of the Statutory Notice at the next available Cabinet meeting and determine the proposal.

If there are objections, the Council's Director of Education and Inclusion Services will publish an Objection Report providing a summary of the objections and the response to them within seven days of the day of the determination of the proposal.

If the Council's Cabinet approve the proposal, it will be implemented in accordance with the date stated in the Statutory Notice or any subsequently modified date. In the case of the proposal, the implementation date will be no later than the 2026 academic year.

5c) Who is responsible for the monitoring and review of the proposal?

Officers from the Council's 21st Century Schools Team within the Directorate of Education and Inclusion Services will monitor the proposal.

5d) How will the results of the monitoring be used to develop future proposals?

Each 21st Century Schools project undergoes a 'Lessons Learnt' review once completed. The outcomes of the project (both positive and negative) will inform decisions made on future projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqlA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below

Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<p>A Review Panel meeting was held on Tuesday 24th October to discuss this Equality Impact Assessment. The Review Panel commented on:</p> <ul style="list-style-type: none">- The need to lift the data and evidence from the Cabinet Report / Consultation Report into the individual protected characteristics sections of the Equality Impact Assessment:- Age Section – Need to highlight the number of pupils transferring over.	24/10/2023.	This Equality Impact Assessment has been updated to reflect the comments made by the Review Panel that met on Tuesday 24th October.

<ul style="list-style-type: none"> - Disability Section – Need to include any additional learning needs (ALN) pupils or pupils with other disabilities. - Race Section – It states that there will be a positive impact but doesn't highlight the reason. - Armed Forces Community Section – Requires data / families moving around could have impact. - Young Carers Section – Requires data / would a move be problematic for some individuals? - Although the long-term impact suggests a positive outcome for pupils, it should note that short-term, on an individual level, the move could have a negative impact on their wellbeing, particularly for ALN pupils as some individuals may not respond well to change. This negative impact can be mitigated with the support in place for pupils and their families. 		
Consultation Comments	Date Considered	Brief description of any amendments made following consultation
<p>Following the consultation closing on 17th November, the Equality Impact Assessment has been updated to reflect the responses received. In total, 239 responses to the consultation were received via email / in writing, online survey and petition.</p> <p>The Statutory Notice was published on the 26th January 2024 which triggered the commencement</p>	<p>in 08/11/2023 and 19/03/2024.</p>	<p>Updates to the Equality Impact Assessment include:</p> <ul style="list-style-type: none"> - The provision of additional data on the 'age' protected characteristic. - The provision of additional data on the 'disability' protected characteristic.

<p>of the objection period. This ran until the 23rd February 2024. During the objection period alone, a total of 1,440 objections were received by the closing date of the 23rd February 2024. These are broken down below.</p> <ul style="list-style-type: none"> - 54 written objections. - Two petitions signed by 951 and 65 respondents respectively. - 1,384 respondents individually signed pre-written objections co-ordinated by the 'Save Rhigos Primary School' action committee. The wording of this objection read 'I do not agree with the proposal due to the biased, incomplete and incorrect information contained within the consultation document and the bias of RCT throughout the process.' The Action Group reported that 1393 objections had been submitted, but on removing the blank submissions, 1384 were counted. - 55 objections received during the consultation period which ran between 2nd October 2023 and 17th November 2023, were requested to be treated as objections. <p>In total, 1,495 objections were received, 55 during the consultation period and 1,440 during the objection period.</p>		
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SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, this Equality Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

- Hirwaun Primary School is fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.

- There will be positive impacts on the Welsh language as, despite Hirwaun Primary School being an English medium primary school, it provides improved facilities to assist with the delivery of Welsh as a key element of the curriculum and in line with Cymraeg 2050 and RCTCBC's WESP, as we aim for the teaching of Welsh as a second language in English medium schools, to be of the highest quality.

- Hirwaun Primary School has first class facilities that ensure that all families who wish to access places at the school can be accommodated. This may encourage more parents/carers to choose their catchment school. The capacity may assist armed forces personnel and carers who may move to the area mid-academic year.

- The new building and the community facilities available bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 7 – AUTHORISATIONS

Lead Officer: Lisa Howell.

Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 28/09/2023, 08/11/2023 and 19/03/2024.

I recommend that the proposal:

- Is implemented with no amendments ☒
- Is implemented taking into account the mitigating actions outlined ☐
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage ☐

Head of Service/Director Approval: Gaynor Davies.

Name: Gaynor Davies.

Position: Director of Education and Inclusion Services.

Date: 28/09/2023, 08/11/2023 and 19/03/2024.

Please submit this impact assessment with any SLT/Cabinet Reports.