

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of Belswains Primary School, from 1FE to 2FE from September 2019.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Phil Brunt
Date completed:	01/11/2017	Review date:	April 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> –what you want to achieve –intended outcomes –purpose and need 	<p>To identify the impact of the proposed enlargement of the premises of Belswains Primary School, Barnfield, Hemel Hempstead, Hertfordshire, HP3 9QJ, to support an increase in the intake of the school from 30 to 60 places (1FE to 2FE) for September 2019.</p> <p>The proposed enlargement of the premises of Belswains Primary School is part of the Primary Expansion Programme Phase 8 (PEP8) set up to identify and implement primary school expansion schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts.</p> <p>We intend to carry out a six-week public consultation.</p> <p>Consultation letters will be provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including neighbouring local authorities, MP's, local members, parish councils, local schools and nurseries, the Roman Catholic and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters will be displayed in local libraries and other selected public places. The consultation will also be on the Hertfordshire County Council website, Hertfordshire.gov.uk. The consultation documents will be made available in other formats on request, including large print, braille and other languages.</p>
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	At the conclusion of the consultation all responses will be carefully considered and where issues are raised regarding any of the protected characteristics they will be considered as part of updated EqIA.
<p>Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Local Pre-Schools, Nursery, Primary, Secondary and Special schools; MPs, County Councillors, District Councillors, Parish and Town Councils and Local Authority Chief Executives; Trade Union representatives; Church Diocese representatives; NHS representatives; Parent Governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council; Further Education establishments, pre-schools, playgroups, Children’s Centres, toddler groups and day nurseries; Libraries and Citizen’s Advice Bureaux; Senior officers in Hertfordshire County Council’s Children’s Services department and in Herts Property Services</p>

STEP 3: Available data and monitoring information

Relevant equality information	What the data tells us about equalities												
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at special schools.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Belswains Primary School</th> <th style="width: 20%;">Primary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">239</td> <td style="text-align: center;">100130</td> </tr> <tr> <td>Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">67</td> <td style="text-align: center;">30506</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">28.03%</td> <td style="text-align: center;">30.47%</td> </tr> </tbody> </table>		Belswains Primary School	Primary Countywide	Students (Years R to 6)	239	100130	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	67	30506	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	28.03%	30.47%
	Belswains Primary School	Primary Countywide											
Students (Years R to 6)	239	100130											
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	Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	32	16719
	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	13.39%	16.70%
	Number with Statement (or EHCP (S or E))	5	1866
	% with Statement (or EHCP (S or E))	2.09%	1.86%
	Number SEN Provision (K)	43	11879
	% SEN Provision (K)	17.99%	11.86%
	Number Eligible for FSM (at date of Census)	28	8733
	% FSM (Free School Meals) (at date of Census)	11.72%	8.72%
	Number of Male Students	112	51271
	% of Male Students	46.86%	51.20%
	Number of Female Students	127	48859
	% of Female Students	53.14%	48.80%
<p>The percentage of Minority Ethnic pupils and pupils with EAL is slightly lower than the County Average whilst those eligible for free school meals the SEN provision is higher.</p>			

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	School planning officers are liaising with the Headteacher who has identified that there are children currently at the	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>school with physical disabilities including hearing and visual impairments. We will liaise with the Headteacher and their staff to identify any potential negative impacts upon these children with disabilities and take them into account accordingly.</p> <p>Should the proposals proceed, appropriate advice will be sought in respect of any changes that are made to the school.</p> <p>It is not currently anticipated that the proposals will affect people disproportionately because of their disability.</p>	<p>then the Action Plan will be amended accordingly.</p> <p>Any issues identified or known, as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their race. However, school planning officers will liaise with the Headteacher and their staff to identify any potential negative impacts upon children from specific ethnic groups arising from the proposal related to their school, and these will be taken into account accordingly.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Gender reassignment	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.</p>	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Carers (by association with any of the above)	<p>Should the expansion proposals go ahead it is anticipated that it will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers.</p> <p>Currently it does not appear that there are any disproportionate negative impacts concerning this protected characteristic.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>Should the enlargement proposal for Belswains Primary School go ahead it is anticipated that it will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers. It will also provide for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>We will ensure that all new accommodation provided to the school as part of enlargement works will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with Equality Act.</p>		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	<p>It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Disability Including Learning Disability	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability. In addition should the proposals proceed, appropriate professional</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	<p>advice will be sought in respect of any changes that are made to the School.</p> <p>We are aware that some groups may require information in a different format.</p>	<p>Any issues identified or known as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people disproportionately because of their gender reassignment.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people disproportionately because of their pregnancy and maternity.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion/belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>Enlargement of the school will provide staff with more opportunities for career development.</p> <p>We will ensure that all new accommodation provided to schools as part of enlargement works will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with Equality Act.</p>		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>We intend to carry out a six-week public consultation, which will commence on Tuesday 23 January 2018. Consultation letters will be provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including the MP, neighbouring local authorities, local members, parish councils, local schools and nurseries, the RC and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters will be displayed in local libraries and other selected public places. The consultation will also be on the Hertfordshire County Council website: https://www.hertfordshire.gov.uk/home.aspx</p>
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STEP 6: Other impacts

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Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified – No change required to proposal.	
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input checked="" type="checkbox"/> Potential equality impacts identified – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	Ensure that the proposals do not impact adversely upon pupils with disabilities and ensure that the communications strategy takes into account the differing needs of the local community including staff.
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

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STEP 8: Action Plan

Issue or opportunity identified relating to: – Mitigation measures – Further research – Consultation proposal – Monitor and review	Action proposed	Officer Responsible and target date
Explore ways of supporting parents, carers, governors and staff through the change process.	Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language. We are aware that the school may have its own communication strategy.	Phil Brunt July 2018
Catering for disabled pupils.	Ensure that any known issues around disability are factored into the individual scheme designs and that all building schemes are compliant with the Equalities Act. Obtain information around individual needs of children with disabilities.	Phil Brunt July 2018 Phil Brunt July 2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: P. Davis

Date: December 2017

Equality Action Group Chair:

Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of St Peter's (St Alban's) Primary School, from 1FE to 2FE from September 2019.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Dan Hardy
Date completed:	01/11/2017	Review date:	April 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

Proposal objectives: –what you want to achieve –intended outcomes –purpose and need	<p>To identify the impact of the proposed enlargement of the premises of St Peter's School, Cottonmill Lane, St. Albans Hertfordshire, AL1 1HL to support an increase in the intake of the school from 30 to 60 places (1FE to 2FE) for September 2019.</p> <p>The proposed enlargement of the premises of St Peter's Primary School is part of the Primary Expansion Programme Phase 8 (PEP8) set up to identify and implement primary school expansion schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts.</p>
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	<p>Parents/carers/pupils, staff and governors at the school concerned;</p> <p>Residents local to the school concerned;</p> <p>Local Pre-Schools, Nursery, Primary, Secondary and Special schools;</p> <p>MPs, County Councillors, District Councillors, Parish and Town Councils and Local Authority Chief Executives;</p> <p>Trade Union representatives;</p> <p>Church Diocese representatives;</p> <p>NHS representatives;</p> <p>Parent Governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council;</p> <p>Further Education establishments, pre-schools, playgroups, Children's Centres, toddler groups and day nurseries;</p>

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	Libraries and Citizen's Advice Bureaux; Senior officers in Hertfordshire County Council's Children's Services department and in Herts Property Services
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STEP 3: Available data and monitoring information

<p>Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.</p>	<p>What the data tells us about equalities We intend to carry out a six-week public consultation.</p> <p>Consultation letters will be provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including neighbouring local authorities, MP's, local members, parish councils, local schools and nurseries, the Roman Catholic and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters will be displayed in local libraries and other selected public places. The consultation will also be on the Hertfordshire County Council website, Hertfordshire.gov.uk. The consultation documents will be made available in other formats on request, including large print, braille and other languages.</p> <p>At the conclusion of the consultation all responses will be carefully considered and where issues are raised regarding any of the protected characteristics they will be considered as part of updated EqIA.</p>												
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at special schools.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">St Peter's School</th> <th style="width: 20%; text-align: center;">Primary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">209</td> <td style="text-align: center;">100130</td> </tr> <tr> <td>Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">71</td> <td style="text-align: center;">30506</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">33.97%</td> <td style="text-align: center;">30.47%</td> </tr> </tbody> </table>		St Peter's School	Primary Countywide	Students (Years R to 6)	209	100130	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	71	30506	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	33.97%	30.47%
	St Peter's School	Primary Countywide											
Students (Years R to 6)	209	100130											
Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	71	30506											
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	33.97%	30.47%											

Equality Impact Assessment (EqIA)

	Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	46	16719
	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	22.01%	16.70%
	Number with Statement (or EHCP (S or E))	5	1866
	% with Statement (or EHCP (S or E))	2.39%	1.86%
	Number SEN Provision (K)	20	11879
	% SEN Provision (K)	9.57%	11.86%
	Number Eligible for FSM (at date of Census)	7	8733
	% FSM (Free School Meals) (at date of Census)	3.35%	8.72%
	Number of Male Students	108	51271
	% of Male Students	51.67%	51.20%
	Number of Female Students	101	48859
	% of Female Students	48.33%	48.80%
<p>The percentage of Minority Ethnic pupils, pupils with EAL and those with statements or EHCPs is higher than the County average whilst those eligible for free school meals and SEN is lower than the County Average.</p>			

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	School planning officers are liaising with the Headteacher to identify whether any of the children currently at the school are wheelchair users	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>and or have physical disabilities. If so, we will liaise with the Headteacher and their staff to identify any potential negative impacts and take them into account accordingly.</p> <p>Should the proposals proceed, appropriate advice will be sought in respect of any changes that are made to the school.</p> <p>It is not currently anticipated that the proposals will affect people disproportionately because of their disability.</p>	<p>amended accordingly.</p> <p>Any issues identified or known, as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their race. However, school planning officers will liaise with the Headteacher and their staff to identify any potential negative impacts upon children from specific ethnic groups arising from the proposal related to their school, and these will be taken into account accordingly.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Gender reassignment	<p>It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	<p>The expansion of existing schools provides for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.</p>	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	Should the expansion proposals go ahead it is anticipated that it will allow more children to attend a school in their locality and	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>extend the range of successful preferences available to parents/carers.</p> <p>Currently it does not appear that there are any disproportionate negative impacts concerning this protected characteristic.</p>	amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>Should the enlargement proposal for St Peter's Primary School (St Alban's) go ahead it is anticipated that it will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers. It will also provide for enhanced education opportunities and an enriched curriculum offer which has a positive impact on the whole school community.</p> <p>We will ensure that all new accommodation provided to the school as part of enlargement works will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with DDA regulations.</p>		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability. In addition should the proposals proceed, appropriate professional advice will be sought in respect of any changes that are made to the School.</p> <p>We are aware that some groups</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p> <p>Any issues identified or known as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the</p>

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	may require information in a different format.	Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people disproportionately because of their gender reassignment.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people disproportionately because of their pregnancy and maternity.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion/belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of	The position will continue to be monitored and if any issues in respect of the protected

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	issues around marriage and civil partnership	characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>Enlargement of the school will provide staff with more opportunities for career development.</p> <p>We will ensure that all new accommodation provided to schools as part of enlargement works will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with DDA regulations.</p>		

STEP 5: Gaps identified

<p>Gaps identified</p> <p>Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>We intend to carry out a six-week public consultation, which will commence on Monday 29 January 2018. Consultation letters will be provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including the MP, neighbouring local authorities, local members, parish councils, local schools and nurseries, the RC and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters will be displayed in local libraries and other selected public places. The consultation will also be on the Hertfordshire County Council website, Hertfordshire.gov.uk.</p>
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

STEP 7: Conclusion of your analysis

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified – No change required to proposal.	
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input checked="" type="checkbox"/> Potential equality impacts identified – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	Ensure that the proposals do not impact adversely upon pupils with disabilities and ensure that the communications strategy takes into account the differing needs of the local community including staff.
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

Equality Impact Assessment (EqIA)

STEP 8: Action Plan

Issue or opportunity identified relating to: – Mitigation measures – Further research – Consultation proposal – Monitor and review	Action proposed	Officer Responsible and target date
Explore ways of supporting parents, carers, governors and staff through the change process.	Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language. We are aware that the school may have its own communication strategy.	Dan Hardy July 2018
Catering for disabled pupils.	Ensure that any known issues around disability are factored into the individual scheme designs and that all building schemes are DDA compliant. Obtain information around individual needs of children with disabilities.	Dan Hardy July 2018 Dan Hardy July 2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: P. Davis

Date: December 2017

Equality Action Group Chair:

Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Provision of funding for school based project to provide sufficient accommodation to meet the number of pupils on roll.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Dan Hardy
Date completed:	01/11/2017	Review date:	July 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

Proposal objectives: –what you want to achieve –intended outcomes –purpose and need	<p>To identify the impact of the provision of funding to Samuel Ryder Academy, Drakes Drive, St. Albans, Hertfordshire, AL1 5AR for it to provide sufficient accommodation to meet the number of pupils on roll.</p> <p>The School is responsible for delivering the school expansion.</p> <p>This assessment considers the Equality Impact Assessments (“EQiAs”) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Local Secondary schools; Students and Parents in the surrounding area Local Members</p> <p>The school will consult relevant parties.</p>

Equality Impact Assessment (EqIA)

STEP 3: Available data and monitoring information

Relevant equality information	What the data tells us about equalities																																										
<p>For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.</p>																																											
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at special schools.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Samuel Ryder Academy</th> <th style="text-align: center;">Secondary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">882</td> <td style="text-align: center;">82218</td> </tr> <tr> <td>Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">361</td> <td style="text-align: center;">22170</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">40.93%</td> <td style="text-align: center;">30.47%</td> </tr> <tr> <td>Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)</td> <td style="text-align: center;">218</td> <td style="text-align: center;">9930</td> </tr> <tr> <td>% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">24.72%</td> <td style="text-align: center;">16.70%</td> </tr> <tr> <td>Number with Statement (or EHCP (S or E))</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2094</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td style="text-align: center;">0.45%</td> <td style="text-align: center;">1.86%</td> </tr> <tr> <td>Number SEN Provision (K)</td> <td style="text-align: center;">147</td> <td style="text-align: center;">9651</td> </tr> <tr> <td>% SEN Provision (K)</td> <td style="text-align: center;">16.67%</td> <td style="text-align: center;">11.86%</td> </tr> <tr> <td>Number Eligible for FSM (at date of Census)</td> <td style="text-align: center;">87</td> <td style="text-align: center;">5521</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">9.86%</td> <td style="text-align: center;">8.72%</td> </tr> <tr> <td>Number of Male Students</td> <td style="text-align: center;">463</td> <td style="text-align: center;">41396</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">52.49%</td> <td style="text-align: center;">51.20%</td> </tr> </tbody> </table>		Samuel Ryder Academy	Secondary Countywide	Students (Years R to 6)	882	82218	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	361	22170	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	40.93%	30.47%	Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	218	9930	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	24.72%	16.70%	Number with Statement (or EHCP (S or E))	4	2094	% with Statement (or EHCP (S or E))	0.45%	1.86%	Number SEN Provision (K)	147	9651	% SEN Provision (K)	16.67%	11.86%	Number Eligible for FSM (at date of Census)	87	5521	% FSM (Free School Meals) (at date of Census)	9.86%	8.72%	Number of Male Students	463	41396	% of Male Students	52.49%	51.20%
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Template updated February 2014

Please email completed EqIAs to equalities@hertfordshire.gov.uk

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Equality Impact Assessment (EqIA)

	Number of Female Students	419	40822	
	% of Female Students	47.51%	48.80%	
<p>The percentage of Minority Ethnic pupils, pupils with EAL, SEN and FSM is higher than the County Secondary Average.</p>				

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race		

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds.</p>	<p>It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.</p>
Gender reassignment	<p>It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds.</p>	<p>It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.</p>
Pregnancy and maternity	<p>It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the proposal proceeds.</p>	<p>It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief sex but the position will be monitored if the proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex but the position will be monitored if the proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	Civil Partnership but the position will be monitored if the proposal proceeds.	equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
<p>It is felt by officers that should Cabinet approve funds to enable the delivery of sufficient accommodation to meet the number of pupils on roll then the school will not have to reduce its PAN, allowing students to continue to attend a secondary school in their locality and continue the range of successful preferences available to parents/carers.</p>		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of	It is noted that the school will be responsible for delivering the project and therefore will

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds.	be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that this proposal will affect people disproportionately because of their sex but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds.	It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account.		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is</p>	<p>It appears to Officers that there is no need to collect further data/information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.</p>
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Equality Impact Assessment (EqIA)

accessible to those affected?	
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.	Officers feel that if the proposal is taken forward the obligations under the Equality Act will be the responsibility of the Academy as it is delivering the expansion project. However the County Council, as the provider of funds for the project will also continue to monitor the position and if any issues in respect of protected characteristics are identified by the County Council it will liaise with the Academy directly to raise these.
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input type="checkbox"/> Potential equality impacts identified – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details

STEP 8: Action Plan

Issue or opportunity identified relating to: <ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 	Action proposed	Officer Responsible and target date
Monitor and review	If the proposal is taken forward and funding provided then the county council will monitor the implementation of the Academy's Plans and raise any concerns that it has regarding Equality issues with the Academy directly Monitor the decision the county council takes	Dan Hardy End July 2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: P. Davis

Date: December 2017

Equality Action Group Chair:

Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk).

Equality Impact Assessment (EqIA)

Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of Tewin Cowper C of E VA Primary School, from September 2018.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Adrian Bentley	Lead officer contact details:	Samantha Young
Date completed:	30/11/2017	Review date:	16/03/2018
Date reviewed			

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

Proposal objectives: –what you want to achieve –intended outcomes –purpose and need	To identify the impact of the proposed new reception classroom block at Tewin Cowper C of E VA Primary School, Cannons Meadow, Tewin, Hertfordshire, AL6 0JU, to provide sufficient accommodation to meet the number of pupils on roll.
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Local Pre-Schools, Nursery, Primary, Secondary and Special schools; Local members

STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities This is a voluntary aided school which will carry out its own building project and be responsible for assessing the impact of its proposal.
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Equality Impact Assessment (EqIA)

January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K).
Countywide data includes pupils at special schools.

January 2017 school census data

	Tewin Cowper C of E VA Primary School	Primary schools countywide
Number of Students	154	100130
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	27.27%	30.47%
% EAL (English as an additional language) (First language Not English or believed not to be English)	5.19%	16.70%
% with Statement (S) OR Education & Health Care Plan (E)	0.65%	1.86%
% SEN Support (K)	7.14%	11.86%
% Total SEN Provision	7.79%	13.73%
% FSM (Free School Meals) (at date of Census)	3.90%	8.72%
% of Male Students	55.84%	51.20%
% of Female Students	44.16%	48.80%

The number of pupils on roll at the school is a snapshot from January 2017. The percentage of Minority Ethnic pupils is slightly lower than the county average. The percentage of pupils with EAL is less than a third of the county average. The percentage of pupils with SEN Provision is considerably less than the county average. The percentage of pupils eligible for FSM is less than half of the county average. The percentage of male pupils is significantly greater than the percentage of female pupils at the school.

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age		The position will continue to be monitored and if any issues in respect of the protected characteristic are identified

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		then the Action Plan will be amended accordingly.
Disability Including Learning Disability	<p>Should the proposals proceed, appropriate advice will be sought in respect of any changes that are made to the school.</p> <p>It is not currently anticipated that the proposals will affect people disproportionately because of their disability.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p> <p>Any issues identified or known, as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will need to be factored into the individual scheme designs. Any building scheme is also required to meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</p>
Race	<p>It is not anticipated that the proposals will affect people disproportionately because of their race. However, school planning officers will liaise with the Head teacher and their staff to identify any potential negative impacts upon children from specific ethnic groups arising from the proposal related to their school, and these will be taken into account accordingly.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Gender reassignment	<p>It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Pregnancy and	<p>It is not currently anticipated</p>	<p>The position will continue to be</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
maternity	that the proposals will affect people with this characteristic disproportionately.	monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	Currently it does not appear that there are any disproportionate negative impacts concerning this protected characteristic.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
<p>Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)</p>		
<p>Should the proposal for additional accommodation at Tewin Cowper C of E VA Primary School go ahead we will ensure that all new accommodation provided to the school will be fully accessible to disabled pupils and staff. Any building scheme will be compliant with DDA regulations.</p>		

Impact Assessment – Staff (where relevant)

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability. In addition should the proposals proceed, appropriate professional advice will be sought in respect of any changes that are made to the School. We are aware that some groups may require information in a different format.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly. Any issues identified or known as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people disproportionately because of their gender reassignment.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people disproportionately because of their pregnancy and maternity.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their	The position will continue to be monitored and if any issues in respect of the protected

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	religion/belief.	characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
The school will ensure that all new accommodation provided will be fully accessible to disabled pupils and staff.		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	
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Equality Impact Assessment (EqIA)

STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified – No change required to proposal.	
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input checked="" type="checkbox"/> Potential equality impacts identified <input type="checkbox"/> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	This is a voluntary aided school which will carry out its own building project and be responsible for assessing the impact of its proposal. The school will need to ensure that the proposals do not impact adversely upon pupils with disabilities and ensure that the communications strategy takes into account the differing needs of the local community including staff.
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

Equality Impact Assessment (EqIA)

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 		
Explore ways of supporting parents, carers, governors and staff through the change process.	<p>Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language.</p> <p>We are aware that the school may have its own communication strategy.</p>	Samantha Young 16/03/2018
Catering for disabled pupils.	<p>Ensure that any known issues around disability are factored into the individual scheme designs and that all building schemes are DDA compliant.</p> <p>Obtain information around individual needs of children with disabilities.</p>	<p>Samantha Young 16/03/2018</p> <p>Samantha Young 16/03/2018</p>

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Provision of funding for school based project to provide additional school places at Sandringham School.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Dan Hardy Jayne Kriel Adrian Bentley	Lead officer contact details:	Dan Hardy
Date completed:	14 December 2017	Reviewed: Review date:	July 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> –what you want to achieve –intended outcomes –purpose and need 	<p>To identify the impact of the provision of funding to Sandringham School (a secondary mixed academy), The Ridgeway, St. Albans, AL4 9NX, for it to provide accommodation to facilitate the offer of additional school places for September 2019.</p> <p>The school is responsible for delivering the school expansion and consulting upon it.</p> <p>The proposal is part of the Secondary Expansion Programme Phase 3 (SEC3) set up to identify and fund secondary school enlargement schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts which identify a significant shortage of places across the area.</p> <p>This assessment considers the Equality Impact Assessment (EqIAs) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
<p>Stakeholders:</p> <p>Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned;</p> <p>Residents local to the school concerned;</p> <p>Students and Parents in the St. Albans and surrounding area within the school's admissions priority area</p> <p>Local Members</p> <p>The school will consult relevant parties.</p>

Equality Impact Assessment (EqIA)

STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities																														
January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at ESCs, PRUs and special schools.</i>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Sandringham School</th> <th style="width: 20%;">Secondary countywide</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td style="text-align: center;">1284</td> <td style="text-align: center;">82218</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">25.0%</td> <td style="text-align: center;">27.0%</td> </tr> <tr> <td>% EAL (English as an additional language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">8.7%</td> <td style="text-align: center;">12.1%</td> </tr> <tr> <td>% with Statement (S) OR Education & Health Care Plan (E)</td> <td style="text-align: center;">1.3%</td> <td style="text-align: center;">2.5%</td> </tr> <tr> <td>% SEN Support (K)</td> <td style="text-align: center;">19.4%</td> <td style="text-align: center;">11.7%</td> </tr> <tr> <td>% Total SEN Provision</td> <td style="text-align: center;">20.6%</td> <td style="text-align: center;">14.3%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">3.4%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">51.5%</td> <td style="text-align: center;">50.3%</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">48.5%</td> <td style="text-align: center;">49.7%</td> </tr> </tbody> </table> <p>The percentage of students at Sandringham School is less than the countywide average in the following categories: Minority Ethnic Students, EAL, Statement (S or E) and FSM. The percentage of students at the school is greater than the countywide average in the following categories: SEN Support (K) and Total SEN Provision. The percentage of male students is slightly higher than the percentage of female students at the school and this difference is greater than the countywide average difference.</p>		Sandringham School	Secondary countywide	Number of Students	1284	82218	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	25.0%	27.0%	% EAL (English as an additional language) (First language Not English or believed not to be English)	8.7%	12.1%	% with Statement (S) OR Education & Health Care Plan (E)	1.3%	2.5%	% SEN Support (K)	19.4%	11.7%	% Total SEN Provision	20.6%	14.3%	% FSM (Free School Meals) (at date of Census)	3.4%	6.7%	% of Male Students	51.5%	50.3%	% of Female Students	48.5%	49.7%
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Equality Impact Assessment (EqIA)

Equality Impact Assessment (EqIA)

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored by the school if the proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will	It is noted that the school will be responsible for delivering

Template updated February 2014

Please email completed EqIAs to equalities@hertfordshire.gov.uk

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Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposal will affect people disproportionately because of issues around Sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is felt by Officers that should Cabinet approve funds to enable the delivery of the school enlargement it is anticipated that it will allow more students to attend a		

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
secondary school in their locality and extend the range of successful preferences available to parents/carers.		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that this proposal will affect people disproportionately because of their sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account.		

STEP 5: Gaps identified

Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?	It appears to Officers that there is no need to collect further data/information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.	Officers feel that if the proposal is taken forward the obligations under the Equality Act will be the responsibility of the Academy as it is delivering the expansion project. However the County Council, as the provider of funds for the project will also continue to monitor the position and if any issues in respect of protected characteristics are identified by the County Council it will liaise with the Academy directly to raise these.

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
<input type="checkbox"/> Minimal equality impacts identified <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<input type="checkbox"/> Potential equality impacts identified <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<input type="checkbox"/> Major equality impacts identified <ul style="list-style-type: none"> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 		
Monitor and review	If the proposal is taken forward and funding provided then the county council will monitor the implementation of the Academy's Plans and raise any concerns that it has regarding Equality issues with the Academy directly	Dan Hardy End July 2018

Equality Impact Assessment (EqIA)

Issue or opportunity identified relating to: <ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 	Action proposed	Officer Responsible and target date
.		

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Provision of funding for school based project to provide additional school places at St Albans Girls' School is a single sex academy for girls aged 11-16 the sixth form being co-educational.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Adrian Bentley	Lead officer contact details:	Dan Hardy
Date completed:	14 December 2017	Reviewed: Review date:	July 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> –what you want to achieve –intended outcomes –purpose and need 	<p>To identify the impact of the provision of funding to St Albans Girls' School (a secondary female academy), Sandridgebury Lane, St. Albans, AL3 6DB, for it to provide accommodation to facilitate the offer of additional school places for September 2019.</p> <p>The school is responsible for delivering the school expansion.</p> <p>The proposal is part of the Secondary Expansion Programme Phase 3 (SEC3) set up to identify and fund secondary school enlargement schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts which identify a significant shortage of places across the area.</p> <p>This assessment considers the Equality Impact Assessment (EqIAs) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
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Equality Impact Assessment (EqIA)

<p>Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned Residents local to the school concerned Students and Parents in the surrounding area Secondary schools in the area Local Members</p> <p>The school will consult relevant parties.</p>
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STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities																														
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at ESCs, PRUs and special schools.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th></th> <th style="text-align: center;">St Albans Girls' School</th> <th style="text-align: center;">Secondary countywide</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Number of Students</td> <td style="text-align: center;">1231</td> <td style="text-align: center;">82218</td> </tr> <tr> <td style="background-color: #e0e0e0;">% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">34.4%</td> <td style="text-align: center;">27.0%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% EAL (English as an additional language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">18.4%</td> <td style="text-align: center;">12.1%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% with Statement (S) OR Education & Health Care Plan (E)</td> <td style="text-align: center;">0.4%</td> <td style="text-align: center;">2.5%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% SEN Support (K)</td> <td style="text-align: center;">11.0%</td> <td style="text-align: center;">11.7%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% Total SEN Provision</td> <td style="text-align: center;">11.5%</td> <td style="text-align: center;">14.3%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">4.8%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% of Male Students</td> <td style="text-align: center;">0.2%</td> <td style="text-align: center;">50.3%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% of Female Students</td> <td style="text-align: center;">99.8%</td> <td style="text-align: center;">49.7%</td> </tr> </tbody> </table> <p>St Albans Girls' School is a single sex academy for girls aged 11-16 within the St Albans single sex priority area. The sixth form is co-educational.</p>		St Albans Girls' School	Secondary countywide	Number of Students	1231	82218	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	34.4%	27.0%	% EAL (English as an additional language) (First language Not English or believed not to be English)	18.4%	12.1%	% with Statement (S) OR Education & Health Care Plan (E)	0.4%	2.5%	% SEN Support (K)	11.0%	11.7%	% Total SEN Provision	11.5%	14.3%	% FSM (Free School Meals) (at date of Census)	4.8%	6.7%	% of Male Students	0.2%	50.3%	% of Female Students	99.8%	49.7%
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Equality Impact Assessment (EqIA)

	<p>The percentage of students at St. Albans Girls' School is less than the countywide average in all of the following categories: Statement (S or E), SEN Support (K), Total SEN Provision and FSM. The percentage of students at the school is greater than the countywide average in the following categories: Minority Ethnic Students and EAL.</p> <p>The percentage of male and female students cannot be compared to the countywide average because St. Albans Girls' School is predominantly a single-sex school with the percentage of male and female students at the school is based on the inclusion of the co-educational sixth form.</p>
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STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	<p>The proposal will have a positive impact on the number of places available for girls in the area. The number of places available to boys will remain the same.</p> <p>This single sex school is over-subscribed with 289 1st preference* applications for the 210 places offered. The proposal will provide more school places increasing parental preference.</p> <p>The position will be monitored if the Proposal proceeds.</p> <p><i>*On time & late 1st preferences as at Allocation Day 2017.</i></p>	<p>The proposal will not change the number of school places available to boys in the area. It should be noted that an expansion project at the nearest boys' school is not considered deliverable.</p> <p>It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.</p>
Sexual orientation	<p>It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds</p>	<p>It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.</p>
Marriage & civil partnership	<p>It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and</p>	<p>It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible</p>

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Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	Civil Partnership but the position will be monitored if the Proposal proceeds	for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is felt by Officers that should Cabinet approve funds to enable the delivery of the school enlargement it is anticipated that it will allow more girls to attend a single-sex school in their locality and extend the range of successful preferences available to parents/carers..		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	proceeds	Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that this proposal will affect people disproportionately because of their sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account.		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>It appears to Officers that there is no need to collect further data/information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.</p>
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Equality Impact Assessment (EqIA)

STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified – No change required to proposal.	
<input checked="" type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	The proposal has minimum equality impacts, with a positive impact for girls. The proposal is objectively justified and does not unlawfully discriminate. Officers feel that if the proposal is taken forward the obligations under the Equality Act will be the responsibility of the Academy as it is delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council, as the provider of funds for the project, will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then it will liaise with the Academy directly to raise these.
<input type="checkbox"/> Potential equality impacts identified – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

Equality Impact Assessment (EqIA)

STEP 8: Action Plan

Issue or opportunity identified relating to: – Mitigation measures – Further research – Consultation proposal – Monitor and review	Action proposed	Officer Responsible and target date
Monitor and review	<p>If the proposal is taken forward and funding provided then the county council will monitor the implementation of the Academy's Plans and raise any concerns that it has regarding Equality issues with the Academy directly</p> <p>Monitor the decision the county council takes</p>	<p>Dan Hardy End July 2018</p>

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Provision of funding for school based project to provide additional school places at Stanborough School.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Kate Ma Jayne Kriel Adrian Bentley	Lead officer contact details:	Kate Ma
Date completed:	14 December 2017	Reviewed: Review date:	July 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives:</p> <ul style="list-style-type: none"> –what you want to achieve –intended outcomes –purpose and need 	<p>To identify the impact of the provision of funding to Stanborough School (a secondary mixed academy), Lemsford Lane, Welwyn Garden City, AL8 6YR, for it to provide accommodation to facilitate the offer of additional school places for September 2019.</p> <p>The school is responsible for delivering the school expansion.</p> <p>The proposal is part of the Secondary Expansion Programme Phase 2 (SEC3) set up to identify and fund secondary school enlargement schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts which identify a significant shortage of places across the area, concentrated in Hatfield.</p> <p>This assessment considers the Equality Impact Assessment (EqIAs) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
<p>Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Students and Parents in the Welwyn Garden City areas within the school's admissions priority area and in Hatfield where a change in admissions rules will mean the additional places are prioritised. Local Members</p>

Equality Impact Assessment (EqIA)

	The school will be responsible for consulting on any changes, as necessary/
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STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities																														
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at ESCs, PRUs and special schools.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Stanborough School</th> <th style="text-align: center;">Secondary countywide</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td style="text-align: center;">1068</td> <td style="text-align: center;">82218</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">21.4%</td> <td style="text-align: center;">27.0%</td> </tr> <tr> <td>% EAL (English as an additional language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">10.5%</td> <td style="text-align: center;">12.1%</td> </tr> <tr> <td>% with Statement (S) OR Education & Health Care Plan (E)</td> <td style="text-align: center;">0.5%</td> <td style="text-align: center;">2.5%</td> </tr> <tr> <td>% SEN Support (K)</td> <td style="text-align: center;">13.1%</td> <td style="text-align: center;">11.7%</td> </tr> <tr> <td>% Total SEN Provision</td> <td style="text-align: center;">13.6%</td> <td style="text-align: center;">14.3%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">8.9%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">56.7%</td> <td style="text-align: center;">50.3%</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">43.4%</td> <td style="text-align: center;">49.7%</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Stanborough School offers mixed sex education (year 7-11 and sixth form) to pupils within the local Welwyn and Hatfield area.</p> <p>The percentage of students at Stanborough School is</p>		Stanborough School	Secondary countywide	Number of Students	1068	82218	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	21.4%	27.0%	% EAL (English as an additional language) (First language Not English or believed not to be English)	10.5%	12.1%	% with Statement (S) OR Education & Health Care Plan (E)	0.5%	2.5%	% SEN Support (K)	13.1%	11.7%	% Total SEN Provision	13.6%	14.3%	% FSM (Free School Meals) (at date of Census)	8.9%	6.7%	% of Male Students	56.7%	50.3%	% of Female Students	43.4%	49.7%
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Equality Impact Assessment (EqIA)

	<p>less than the countywide average in the following categories: Minority Ethnic Students, EAL, Statement (S or E) and Total SEN Provision. The percentage of students at the school is greater than the countywide average in the following categories: SEN Support (K) and FSM.</p> <p>The percentage of male students is significantly higher than the percentage of female students at the school and this difference is significantly greater than the countywide average difference. This is likely to be as a result of there being a 5fe secondary single sex girls' school in Hatfield with no corresponding boys' school provision.</p>
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Equality Impact Assessment (EqIA)

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account, including ensuring the expansion scheme design meets all current buildings regulations and is DDA compliant. The County Council will continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposal will affect people disproportionately because of issues around Sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is felt by Officers that these duties will be progressed should Cabinet approve funds to enable the delivery of the school enlargement it is anticipated that it will allow more students access to a secondary school in an acceptable locality and extend the range of successful preferences available to parents/carers.		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	be monitored if the proposals proceeds	for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Sex	It is not anticipated that this proposal will affect people disproportionately because of their sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore be responsible for taking equalities into account.		

STEP 5: Gaps identified

Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?	It appears to Officers that there is no need to collect further data /information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified <input checked="" type="checkbox"/> – No change required to proposal.	Officers feel that if the proposal is taken forward the obligations under the Equality Act It is noted that the school will be the responsibility of the Academy as it is e for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council, as the

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
	<p>provider of funds for the project will also continue to monitor the position and if any issues in respect of the protected characteristics are identified by the County Council it will liaise with the Academy directly to raise these. Officers feel that if the proposal is taken forward the obligations under the Equality Act responsibility of the Academy as it is delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council, as the provider of funds for the project will also continue to monitor the position and if any issues in respect of the protected characteristics are identified by the County Council it will liaise with the Academy directly to raise these</p>
<input type="checkbox"/> Minimal equality impacts identified <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<input type="checkbox"/> Potential equality impacts identified <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<input type="checkbox"/> Major equality impacts identified <ul style="list-style-type: none"> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

STEP 8: Action Plan

Equality Impact Assessment (EqIA)

Issue or opportunity identified relating to: – Mitigation measures – Further research – Consultation proposal – Monitor and review	Action proposed	Officer Responsible and target date
Monitor and review	If the proposal is taken forward and funding provided then the Monitor the decision the county council will monitor the implementation of the Academy's Plans and raise any concerns that it has regarding Equality issues with the Academy directly takes	Kate MaJuly2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Provision of funding for school based project to provide additional school places at Chancellor's School.	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Kate Ma Jayne Kriel Adrian Bentley	Lead officer contact details:	Kate Ma
Date completed:	14 December 2017	Reviewed: Review date:	July 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives: –what you want to achieve –intended outcomes –purpose and need</p>	<p>To identify the impact of the provision of funding to Chancellor's School (a Foundation school), Pine Grove, Brookmans Park, AL9 7BN, for it to provide accommodation to facilitate the offer of additional school places for September 2019.</p> <p>The school is responsible for delivering the school expansion.</p> <p>The proposal is part of the Secondary Expansion Programme Phase 3 (SEC3) set up to identify and fund secondary school enlargement schemes to meet the need for additional school places as of September 2019. This need is based on current pupil forecasts which identify a significant shortage of places across the area.</p> <p>This assessment considers the Equality Impact Assessment (EqIAs) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
<p>Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Students and Parents in the Brookmans Park and surrounding area Local Members</p>

Equality Impact Assessment (EqIA)

STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities																														
January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at ESCs, PRUs and special schools.</i>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 60%;"></th> <th style="width: 20%;">Chancellor's School</th> <th style="width: 20%;">Secondary countywide</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Number of Students</td> <td style="text-align: center;">1083</td> <td style="text-align: center;">82218</td> </tr> <tr> <td style="background-color: #e0e0e0;">% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">24.5%</td> <td style="text-align: center;">27.0%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% EAL (English as an additional language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">10.8%</td> <td style="text-align: center;">12.1%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% with Statement (S) OR Education & Health Care Plan (E)</td> <td style="text-align: center;">1.3%</td> <td style="text-align: center;">2.5%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% SEN Support (K)</td> <td style="text-align: center;">11.5%</td> <td style="text-align: center;">11.7%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% Total SEN Provision</td> <td style="text-align: center;">12.7%</td> <td style="text-align: center;">14.3%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">3.3%</td> <td style="text-align: center;">6.7%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% of Male Students</td> <td style="text-align: center;">54.8%</td> <td style="text-align: center;">50.3%</td> </tr> <tr> <td style="background-color: #e0e0e0;">% of Female Students</td> <td style="text-align: center;">45.2%</td> <td style="text-align: center;">49.7%</td> </tr> </tbody> </table> <p>Chancellor's School offers mixed sex education (year 7-11 and sixth form).</p> <p>The percentage of students at Chancellor's School is less than the countywide average in all of the following categories: Minority Ethnic Students, EAL, Statement (S or E), SEN Support (K), Total SEN Provision and FSM. The percentage of male students is significantly higher than the percentage of female students at the school and this difference is significantly greater than the countywide average difference.</p>		Chancellor's School	Secondary countywide	Number of Students	1083	82218	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	24.5%	27.0%	% EAL (English as an additional language) (First language Not English or believed not to be English)	10.8%	12.1%	% with Statement (S) OR Education & Health Care Plan (E)	1.3%	2.5%	% SEN Support (K)	11.5%	11.7%	% Total SEN Provision	12.7%	14.3%	% FSM (Free School Meals) (at date of Census)	3.3%	6.7%	% of Male Students	54.8%	50.3%	% of Female Students	45.2%	49.7%
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% of Male Students	54.8%	50.3%																													
% of Female Students	45.2%	49.7%																													

Equality Impact Assessment (EqIA)

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will	It is noted that the school will be responsible for delivering

Template updated February 2014

Please email completed EqIAs to equalities@hertfordshire.gov.uk

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Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposal will affect people disproportionately because of issues around Sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is felt by Officers that should Cabinet approve funds to enable the delivery of the school enlargement it is anticipated that it will allow more students to attend a		

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
secondary school in an acceptable locality and extend the range of successful preferences available to parents/carers.		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
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Sex	It is not anticipated that this proposal will affect people disproportionately because of their sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
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Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore will be responsible for taking equalities into account.		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>It appears to Officers that there is no need to collect further data/information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.</p>
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<p><input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.</p>	<p>Officers feel that if the proposal is taken forward the obligations under the Equality Act will be the responsibility of the school as it is delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council, as the provider of funds for the project will also continue to monitor the position and if any issues in respect of the protected characteristics are identified by the County Council it will liaise with</p>

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
	the Academy directly to raise these.
<input type="checkbox"/> Minimal equality impacts identified <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<input type="checkbox"/> Potential equality impacts identified <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<input type="checkbox"/> Major equality impacts identified <ul style="list-style-type: none"> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 		
Monitor and review	If the proposal is taken forward and funding provided then the county council will monitor the implementation of the School's Plans and raise any concerns that it has regarding Equality issues with the School directly t	Dan Hardy End July 2018

Equality Impact Assessment (EqIA)

Issue or opportunity identified relating to: <ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 	Action proposed	Officer Responsible and target date
.		

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Land acquisition and support for school based project to provide additional school places at The Hertfordshire & Essex High School and Science College (a secondary girls academy).	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Kate Ma Jayne Kriel Adrian Bentley	Lead officer contact details:	Kate Ma
Date completed:	14 December 2017	Reviewed: Review date:	July2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

Proposal objectives: –what you want to achieve –intended outcomes –purpose and need	<p>To identify the impact of funding allocated to acquire land for The Hertfordshire & Essex High School and Science College (“HEHS”), Bishop’s Stortford, to enable it to provide accommodation to facilitate the offer of additional school places in the short and potentially in the longer term.</p> <p>The Academy Trust is responsible for delivering the school expansion. The County Council will acquire the land.</p> <p>This assessment considers the Equality Impact Assessments (EqIAs) undertaken to seek to identify whether any equality issues can be identified as a consequence of a contribution of funds and how they may be addressed.</p>
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	<p>Parents/carers/pupils, staff and governors at the school concerned; Residents local to the school concerned; Students and Parents in Bishop’s Stortford and the surrounding area; Local members</p> <p>The school is delivering the project and will be responsible for consulting on any changes as required.</p>

Equality Impact Assessment (EqIA)

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STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tells us about equalities																														
January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education & Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at ESCs, PRUs and special schools.</i>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Herts & Essex High School</th> <th style="width: 20%;">Secondary Countywide</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Number of Students</td> <td>1224</td> <td>82218</td> </tr> <tr> <td style="text-align: left;">% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td>16.9%</td> <td>27.0%</td> </tr> <tr> <td style="text-align: left;">% EAL (English as an additional language) (First language Not English or believed not to be English)</td> <td>6.5%</td> <td>12.1%</td> </tr> <tr> <td style="text-align: left;">% with Statement (S) OR Education & Health Care Plan (E)</td> <td>0.4%</td> <td>2.5%</td> </tr> <tr> <td style="text-align: left;">% SEN Support (K)</td> <td>5.1%</td> <td>11.7%</td> </tr> <tr> <td style="text-align: left;">% Total SEN Provision</td> <td>5.5%</td> <td>14.3%</td> </tr> <tr> <td style="text-align: left;">% FSM (Free School Meals) (at date of Census)</td> <td>1.9%</td> <td>6.7%</td> </tr> <tr> <td style="text-align: left;">% of Male Students</td> <td>7.9%</td> <td>50.3%</td> </tr> <tr> <td style="text-align: left;">% of Female Students</td> <td>92.1%</td> <td>49.7%</td> </tr> </tbody> </table>		Herts & Essex High School	Secondary Countywide	Number of Students	1224	82218	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	16.9%	27.0%	% EAL (English as an additional language) (First language Not English or believed not to be English)	6.5%	12.1%	% with Statement (S) OR Education & Health Care Plan (E)	0.4%	2.5%	% SEN Support (K)	5.1%	11.7%	% Total SEN Provision	5.5%	14.3%	% FSM (Free School Meals) (at date of Census)	1.9%	6.7%	% of Male Students	7.9%	50.3%	% of Female Students	92.1%	49.7%
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Equality Impact Assessment (EqIA)

	<p>HEHS is a secondary female academy (offering a co-educational sixth form) serving Bishop's Stortford and the surrounding area.</p> <p>The percentage of students at HEHS is less than the countywide average in all of the following categories: Minority Ethnic Students, EAL, Statement (S or E), SEN Support (K), Total SEN Provision and FSM. The percentage of male and female students cannot be compared to the countywide average because HEHS is a single-sex school. The percentage of male and female students at the school is based on the inclusion of the co-educational sixth form.</p>
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STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account, including ensuring that the design of new buildings meet all current building regulations and DDA compliance standards. The County Council will also continue to monitor the position and if any issues in respect of the protected

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of	It is noted that the school will be responsible for delivering the expansion project and

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	their religion/belief.	therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	<p>The school is over-subscribed with 221 1st preference applications for the 180 Year 7 places offered*. The proposal will provide more school places increasing parental preference. The position will be monitored if the Proposal proceeds.</p> <p><i>*Overtime & late 1st preferences as at 2017-18 Allocation Day</i></p>	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposal will affect people disproportionately because of issues around Marriage and Civil Partnership but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		identified by the County Council then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposal will affect people disproportionately because of caring responsibilities but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is felt by Officers that these duties will be progressed should Cabinet approve funds to enable the delivery of the school enlargement as it is anticipated that it will allow more students to attend a secondary school in their locality and extend the range of successful preferences available to parents/carers.		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposal will affect people disproportionately because of their age.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Disability Including Learning Disability	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of disability but the position will be monitored if the Proposal	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	proceeds	account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Race	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of race but the position will be monitored if the proposals proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Religion or belief	It is not anticipated that the proposal will affect people disproportionately because of their religion/belief.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sex	The school has a mixed f/m staff team and it is not anticipated that the proposal will affect people disproportionately because of their sex.	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposal will affect people disproportionately because of issues around Sexual orientation but the position will be monitored if the Proposal proceeds	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
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Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
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Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
It is noted that the school will be responsible for delivering the project and therefore be responsible for taking equalities into account.		

STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>It appears to Officers that there is no need to collect further data /information in light of the information that is available and has been considered. However, any further information identified will be considered as part of the continued EqIA.</p>
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STEP 6: Other impacts

Equality Impact Assessment (EqIA)

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> <p>No equality impacts identified</p> <ul style="list-style-type: none"> – No change required to proposal. 	<p>Officers feel that if the proposal is taken forward the obligations under the Equality Act responsibility of the Academy as it is delivering the expansion project and therefore will be responsible for taking equalities into account. However the County Council, as the provider of funds for the project will also continue to monitor the position and if any issues in respect of the protected characteristics are identified by the County Council it will liaise with the Academy directly to raise these</p>
<input type="checkbox"/> <p>Minimal equality impacts identified</p> <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<input type="checkbox"/> <p>Potential equality impacts identified</p> <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<input type="checkbox"/> <p>Major equality impacts identified</p> <ul style="list-style-type: none"> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details

STEP 8: Action Plan

Issue or opportunity identified relating to: <ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review 	Action proposed	Officer Responsible and target date
Monitor and review	If the proposal is taken forward and funding provided then the county council will monitor implementation of the Academy's Plans and raise any concerns that it has regarding Equality issues with the Academy directly.	Kate MaEnd 2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: December 2017

Equality Action Group Chair: Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an

Equality Impact Assessment (EqIA)

EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.