

## Equality Impact Assessment (EqIA)

### STEP 1: Responsibility and involvement

<b>Title of proposal/ project/strategy/ procurement/policy</b>	Enlargement of the premises of St Peter's (St Albans) Primary School, from 1FE to 2FE from September 2019.	<b>Head of Service or Business Manager</b>	Pauline Davis
<b>Names of those involved in completing the EqIA:</b>	Tom Stacey	<b>Lead officer contact details:</b>	Dan Hardy/Michael Dunnage
<b>Date completed:</b>	05/06/2018	<b>Reviewed: Review date:</b>	05 June 2018 July 2018

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

<p><b>Proposal objectives:</b></p> <ul style="list-style-type: none"> <li>–what you want to achieve</li> <li>–intended outcomes</li> <li>–purpose and need</li> </ul>	<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 2020. This need is based on current pupil forecasts.</p> <p>The eight-week public consultation was concluded on 19 March 2018 and Statutory Notices were published for 4 weeks ending on 31 May 2018</p> <p>Consultation letters were 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 were displayed in local libraries and other selected public places. The consultation documents were also available on the Hertfordshire County Council</p>
---	---

Template updated February 2014

Please email completed EqIAs to [equalities@hertfordshire.gov.uk](mailto:equalities@hertfordshire.gov.uk)

Page 1 of 10



## Equality Impact Assessment (EqIA)

	<p>website, Hertfordshire.gov.uk. The consultation documents were made available in other formats on request, including large print, braille and other languages.</p> <p>At the conclusion of the consultation all responses have been carefully considered and no issues have been raised that further impact any of the protected characteristics considered as part of this EqIA.</p> <p>Cabinet therefore decided to go ahead and issue Statutory Notices for 4 weeks ending on 31 May 2018. These were duly displayed on the main entrances to the school as well as being published in the Public Notices section of the Herts Advertiser as well as Hertfordshire County Councils website.</p> <p>At the conclusion of the Statutory Notice period all responses have been carefully considered and no issues have been raised that further impact any of the protected characteristics considered as part of this EqIA.</p>
<p><b><u>Stakeholders:</u></b> 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>

## Equality Impact Assessment (EqIA)

### STEP 3: Available data and monitoring information

Relevant equality information	What the data tells us about equalities		
<p>January 2018 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 &amp; Health Care Plans (E) or SEN Support (K). <i>Countywide data includes pupils at special schools.</i></p>	<b>January 2018</b> school census data		
		<b>St Peter's School</b>	<b>Primary Countywide</b>
	Students (Years R to 6)	201	101019
	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	65	31683
	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	32.34%	31.36%
	Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained)	43	17053
	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	21.39%	16.88%
	Number with Statement (or EHCP (S or E))	5	2050
	% with Statement (or EHCP (S or E))	2.49%	2.03%
	Number SEN Provision (K)	17	12147
	% SEN Provision (K)	8.46%	12.02%
	Number Eligible for FSM (at date of Census)	9	8761
	% FSM (Free School Meals) (at date of Census)	4.48%	8.67%
	Number of Male Students	109	51668
	% of Male Students	54.23%	51.15%
	Number of Female Students	92	49351
	% of Female Students	45.77%	48.85%
<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>			

## Equality Impact Assessment (EqIA)

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

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
<b>Age</b>	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.
<b>Disability Including Learning Disability</b>	<p>School planning officers have liaised with the Headteacher and identified 2 children currently at the school, one who is a permanent wheelchair user and the other who has occasional use of a wheel chair. 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>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 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>
<b>Race</b>	<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</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.

Template updated February 2014

Please email completed EqIAs to [equalities@hertfordshire.gov.uk](mailto:equalities@hertfordshire.gov.uk)

Page 4 of 10



## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	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.	
<b>Gender reassignment</b>	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.
<b>Pregnancy and maternity</b>	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.
<b>Religion or belief</b>	<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.
<b>Sex</b>	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.

## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
<b>Sexual orientation</b>	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.
<b>Marriage &amp; civil partnership</b>	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.
<b>Carers (by association with any of the above)</b>	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.  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.

### Opportunity to advance equality of opportunity and/or foster good relations

Should the enlargement proposal for St Peter's Primary School (St Albans) 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.

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.

### Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
<b>Age</b>	It is not anticipated that the	The position will continue to be

## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	proposals will affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
<b>Disability Including Learning Disability</b>	<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 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> <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>
<b>Race</b>	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.
<b>Gender reassignment</b>	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.
<b>Pregnancy and maternity</b>	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.
<b>Religion or belief</b>	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

## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
		amended accordingly.
<b>Sex</b>	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.
<b>Sexual orientation</b>	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.
<b>Marriage &amp; civil partnership</b>	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.
<b>Carers (by association with any of the above)</b>	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.
<b>Opportunity to advance equality of opportunity and/or foster good relations</b>		
<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><b>Gaps identified</b> Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is</p>	<p>We have now completed our eight-week public consultation on 19 March 2018 and the four-week Statutory Notice Period ending on 31 May 2018. Consultation letters were 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</p>
--	--



## Equality Impact Assessment (EqIA)

<p>on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>RC and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Posters were displayed in local libraries and other selected public places. The consultation documents were also available on the Hertfordshire County Council website: <a href="https://www.hertfordshire.gov.uk/home.aspx">https://www.hertfordshire.gov.uk/home.aspx</a></p> <p>Consultation Notices displayed on the main entrances to the school as well as being published in the Public Notices section of the Hemel Gazette as well as Hertfordshire County Councils website.</p>
---	---

### STEP 6: Other impacts

### STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> <b>No equality impacts identified</b> – No change required to proposal.	
<input type="checkbox"/> <b>Minimal equality impacts identified</b> – 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"/> <b>Potential equality impacts identified</b> – 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"/> <b>Major equality impacts identified</b> – 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

<b>Issue or opportunity identified relating to:</b> <ul style="list-style-type: none"> <li>– Mitigation measures</li> <li>– Further research</li> <li>– Consultation proposal</li> <li>– Monitor and review</li> </ul>	<b>Action proposed</b>	<b>Officer Responsible and target date</b>
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: 05 June 2018**

**Equality Action Group Chair:**

**Date:**