

Agenda



AGENDA FOR A MEETING OF THE EDUCATION, LIBRARIES AND LOCALISM CABINET PANEL IN THE COUNCIL CHAMBER ON THURSDAY, 14 SEPTEMBER 2017 AT 10:00AM

MEMBERS OF THE EDUCATION, LIBRARIES AND LOCALISM CABINET PANEL (12) (Quorum 3)

L A Chesterman (*substituting for J Billing*), A P Brewster, C Clapper, T L F Douris (*Chairman*), M S Hearn, C K Hogg, T R Hutchings (*Vice Chairman*), S K Jarvis, J R Jones, A Plancey, J F Wyllie, M A Watkin

Meetings of the Panel are open to the public (this includes the press) and attendance is welcomed. However, there may be occasions when the public are excluded from the meeting for particular items of business. Any such items are taken at the end of the public part of the meeting and are listed under "Part II ('closed') agenda".

The Council Chamber is fitted with an audio system to assist those with hearing impairment. Anyone who wishes to use this should contact main (front) reception.

Members are reminded that all equalities implications and equalities impact assessments undertaken in relation to any matter on this agenda must be rigorously considered prior to any decision being reached on that matter.

Members are reminded that:

- (1) if they consider that they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting they must declare that interest and must not participate in or vote on that matter unless a dispensation has been granted by the Standards Committee;**
- (2) if they consider that they have a Declarable Interest (as defined in paragraph 5.3 of the Code of Conduct for Members) in any matter to be considered at the meeting they must declare the existence and nature of that interest but they can speak and vote on the matter**

1. MINUTES

To agree the minutes (Part 1 & 2) of the last meeting of the Education, Libraries and Localism Cabinet Panel held on 20 June 2017 (Part 1 attached).

2. PUBLIC PETITIONS

The opportunity for any member of the public, being resident in Hertfordshire, to present a petition relating to a matter with which the Council is concerned, which is relevant to the remit of this Cabinet Panel and which contains signatories who are either resident in or who work in Hertfordshire.

Members of the public who are considering raising an issue of concern via a petition are advised to contact their [local member of the Council](#). The Council's criterion and arrangements for the receipt of petitions are set out in [Annex 22 - Petitions Scheme](#) of the Constitution.

If you have any queries about the petitions procedure for this meeting please contact Stephanie Tarrant, Democratic Services Officer, by telephone on (01992) 555481 or email stephanie.tarrant@hertfordshire.gov.uk.

No notification of intent to present a petition has been received.

3. HERTFORDSHIRE ARMED FORCES COVENANT – UPDATE REPORT

Report of the Assistant Director of Customer Engagement and Libraries

4. ADDITIONAL SCHOOL PLACES

Report of the Director of Children's Services

5. OTHER PART I BUSINESS

Such other Part I Business which, if the Chairman agrees, is of sufficient urgency to warrant consideration.

PART II ('CLOSED') AGENDA

EXCLUSION OF PRESS AND PUBLIC

There are no items of Part II business on this agenda. If Part II business is notified the Chairman will move:-

“That under Section 100(A) (4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item/s of business on the grounds that it/they involve/s the likely disclosure of exempt information as defined in paragraph/s ... of Part 1 of Schedule 12A to the said Act and the public interest in maintaining the exemption outweighs the public interest in disclosing the information.”

**If you require further information about this agenda please contact
Stephanie Tarrant, Democratic Services, on telephone no (01992) 555481
number or email stephanie.tarrant@hertfordshire.gov.uk.**

Agenda documents are also available on the internet at
<https://cmis.hertfordshire.gov.uk/hertfordshire/Calendarofcouncilmeetings.aspx>

**KATHRYN PETTITT
CHIEF LEGAL OFFICER**

Minutes



To: All Members of the Education,
Library and Localism Cabinet
Panel, Chief Executive, Chief
Officers, All officers named for
'actions'

From: Legal, Democratic & Statutory Services
Ask for: Stephanie Tarrant
Ext: 25481

EDUCATION, LIBRARIES AND LOCALISM CABINET PANEL

20 JUNE 2017

ATTENDANCE

MEMBERS OF THE PANEL

J Billing, A P Brewster, C Clapper, T L F Douris (*Chairman*), M S Hearn, C K Hogg, T R Hutchings (*Vice Chairman*), S K Jarvis, J R Jones, A Plancey, J F Wyllie

Upon consideration of the agenda for the Education, Libraries and Localism Cabinet Panel meeting 20 June 2017 as circulated, copy annexed, conclusions were reached and are recorded below.

Note: No declarations of interest were made at this meeting.

PART I ('OPEN') BUSINESS

1. MEMBERSHIP AND REMIT OF THE PANEL

The membership and remit of the Education, Libraries and Localism Cabinet Panel was noted.

2. MINUTES

2.1 The minutes of the former Enterprise, Education and Skills Cabinet Panel meeting held on 6 April 2017 were noted.

3. PUBLIC PETITIONS

3.1 There were no public petitions.

4. LOCALITY BUDGET SCHEME 2016/17 – OVERALL BREAKDOWN OF SPEND

[Officer Contact: John Birch, Corporate Policy, Tel: 01992 555602]

ACTION

CHAIRMAN'S
INITIALS

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- 4.1 Members reviewed a report which provided the breakdown of overall spend against the 2016/2017 Locality Budget Scheme and the information collected about the use and effectiveness of the scheme.
- 4.2 It was acknowledged that for 2016/2017, £5,000 of each Member's locality budget was contributed to a central fund for additional 'housekeeping' on the highways and that it was agreed that any unspent money from 2015/2016 would be carried forward to 2016/2017, for one year only.
- 4.3 New Members were given an overview of the locality budget scheme and Members were advised that every penny was allocated in 2016/2017. The breakdown of the spending was available in the report.
- 4.4 In response to a Member question, it was confirmed that some Members had only spent a small proportion of their budget for 2015/2016 before the decision was taken to allow a carry forward to the next year. Members heard that spending patterns varied from Member to Member. It was advised that some Members waited until the end of the year to decide what to spend their locality budget on and when it was advised that funding could be carried over, some Members delayed their spending.
- 4.5 Members were interested to hear the number of new applications that received funding and were advised that around 50% of applications were from new applicants. It was noted that the number of big national organisation applications had dropped whilst local organisation applicants had increased.
- 4.6 A Member requested a list of highways improvements for their area in 2015/2016 to share with their residents, given that locality budgets were used as part of the wider highways improvement scheme. The request was noted and it was advised that their Highways Locality Officer would be best placed to provide the information.
- 4.7 In response to a Member question, Members were advised that they could put their locality budget towards highways issues but this would have to be completed via the highways department rather than alternative contractors. It was confirmed that locality budgets had to be allocated to an appropriate body with an organisation bank account
- 4.8 Members discussed the evaluation data in the appendices and queried if feedback was sent to the Member that had allocated the grant. Members heard that the information was not currently sent on but could be forwarded if required, although it was noted that feedback was not always forthcoming from recipients.

Highways
Locality
Officer

- 4.9 Members were encouraged to review the locality budget process and noted that the process was commendably simple and quick to access.

Conclusion

- 4.10 The Panel noted the report.

5. 'INSPIRING LIBRARIES' STRATEGY- IMPLEMENTATION UPDATE

[Officer Contact: Andrew Bignell – Head of Libraries and Heritage Services, Tel: 01707 281559]

- 5.1 Members reviewed a report which updated on the 'Inspiring Libraries' strategy.
- 5.2 Members heard that the strategy was adopted in 2014 as a 10 year strategic framework, with the initial programme implementation in 2015.
- 5.3 It was noted that substantial progress had been made, with libraries being re-organised into three tiers, the re-profiling of staff and a review of opening hours. Members heard that to date the Library Service had saved £2 million from its annual revenue budget with a further £500,000 saving expected in 2017/18.
- 5.4 Members heard how Section 106 money was being used to improve buildings and invest in new technology and it was noted that the Libraries E-Newsletter had been revamped and was now reaching 46,000 subscribers each month.
- 5.5 In response to a Member question on borrowing e-books, Members heard that a sophisticated programme allowed users to download an eBook for a set period of time before it was deleted from their device. It was advised that users could download the service online from home and that the service was currently promoted in libraries, through the library newsletter and any local press. The Library Service was keen to hear additional promotional ideas from Members.
- 5.6 Members heard that the service purchased e-books for library use in the same way as physical books. For example, a number of downloads of a book could be purchased, and once they were used up they would have to repurchase the book, i.e. the same principle of replacing a book once it was worn out.
- 5.7 Members discussed the planned refurbishments to Hitchin Library listed at 8.10 of the report. Members heard that there was now a

phased refurbishment proposal, which would include a toilet being installed, and it was hoped that plans would be finalised by Autumn 2017 with the refurbishment complete by March 2018. It was confirmed that if a phased refurbishment was not possible and the library closure was to be more than 2-2.5 weeks, then alternative premises would be required to deliver services during refurbishment.

- 5.8 In response to a Member question on the evaluation of user experience, Members heard that user statistics were regularly collected, comments and complaints were analysed, and the national Public Library Users Survey, which was undertaken annually.
- 5.9 Members discussed libraries moving towards a bespoke model to meet the needs of local communities and discussed if any trends had emerged. Members were informed that the library service engaged with the public to get the views of local residents when making changes and that the ambition was for Hertfordshire libraries was to be located in more attractive central high street locations. It was advised that the service would take advantage of co-location opportunities. The move of services to retained fire stations in three communities was progressing well and in Harpenden the Library had moved into a High Street shop where youth connections were also able to relocate to the first floor.
- 5.10 Members discussed the Home Library Service and the Library Community Book Swap Schemes detailed at 7.2 and 7.3 of the report and it was advised that when the Mobile Library Service was withdrawn in October 2015, these methods gave alternative options to those residents that could not access a library. Members heard that 60 additional volunteers had been recruited for the Home Library Service and that the Community Book Swaps were run by local groups in village halls and other venues. The Library Service had assisted with the establishment of these collections but they now ran independently.
- 5.11 Recognition was expressed for the excellent work that the volunteers within the Library Service provided.

Conclusion

- 5.12 Panel members noted and commented, as above, on the progress made in implementing the 'Inspiring Libraries' Strategy.

6. FUTURE OF CHESHUNT SCHOOL

[Officer Contact: Simon Newland, Operations Director – Education, Tel: 01992 555738]

- 6.1 The Cabinet Panel considered the Part I report which provided an update to the proposal that Cheshunt School join the Goffs 'Generations' Multi-Academy Trust (MAT).
- 6.2 Members acknowledged that the initial proposal report had already been to the former Education, Enterprise and Skills Cabinet Panel on 10 March 2017 and Cabinet on 13 March 2017, due to Cheshunt School facing many challenges, including financial.
- 6.3 It was noted during further review and final negotiations, Goffs 'Generations' Multi-Academy Trust (MAT) had requested further funding. This had been due to a decrease in pupil numbers, changed assumptions around the impact of the National Funding Formula and expected expenditure.
- 6.4 Members discussed the bullet points listed at 4.5 of the report and heard that it was still the preferred option to move forward with the proposal with the increased funding. It was noted that this option would meet the needs of existing students and also considered the local areas future growth, where pupil numbers were expected to rise over the coming years.
- 6.5 In response to a Member question, it was clarified that the school would still remain open in its current location and would be rebranded and managed by the Goffs 'Generations' Multi-Academy Trust (MAT).
- 6.6 Members were advised that the Local Members had been consulted and were happy with the proposals.
- 6.7 The Panel agreed to move into Part II (confidential session) to consider the Part II report, after which the Panel moved back into Part I (open session) to consider the Part I recommendation.

Conclusion

- 6.8 The Panel recommended to Cabinet that the County Council conclude an agreement with the Goffs 'Generations' Multi-Academy Trust around the sponsorship of Cheshunt School with the final details of the financial contributions required to be agreed by the Director of Resources, in consultation with the Director of Children's Services and the Executive Members for Resources, Property and the Economy and Education, Libraries and Localism, within the parameters set out in the Part II report.

7. OTHER URGENT PART I BUSINESS

- 7.1 There was no other urgent Part I Business.

PART II ('CLOSED') AGENDA

1. FUTURE OF CHESHUNT SCHOOL

Decision

- 1.1 The decision reached on this item of business is set out at item 6 above.

**KATHRYN PETTITT
CHIEF LEGAL OFFICER**

CHAIRMAN _____

**CHAIRMAN'S
INITIALS**

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HERTFORDSHIRE COUNTY COUNCIL

EDUCATION, LIBRARIES AND LOCALISM CABINET PANEL

THURSDAY, 14 SEPTEMBER 2017 AT 10.00AM

HERTFORDSHIRE ARMED FORCES COVENANT – UPDATE REPORT

Report of the Assistant Director of Customer Engagement and Libraries

Author: Sukhvinder Rai, Policy Officer, Corporate Policy Team
01992 588479

Lead Officer: Alex James, Head of Corporate Policy and Business
Support, 01992 558259

Executive Member: Terry Douris, Education, Libraries and Localism

1. Purpose of Report

- 1.1. To provide the Education, Libraries and Localism Cabinet Panel with an update on the progress with the Hertfordshire's Armed Forces Covenant (AFC).

2. Summary

- 2.1 The Armed Forces Covenant is a promise by the nation ensuring that those who serve or who have served in the armed forces, and their families, are treated fairly. Hertfordshire launched one of the first covenants in the country in July 2012.

- 2.2 The aims of the Covenant are:

- to ensure that veterans and those in the Armed Forces are not disadvantaged in accessing services;
- that the sacrifices made by members of the Armed Forces Community are recognised and remembered; and
- to encourage the integration of service life into civilian life.

- 2.3 The Armed Forces Covenant Board is responsible for delivering the aims of the Covenant and meets bi-annually. Membership of the AFC Board comprises of representatives from the:

- Armed Forces Tri-Services;
- The Commanding Officer of the Northwood Headquarters;
- Representatives of 254 Medical Regiment;
- Families Federations of the Army, Navy and Air Force;
- Soldiers, Sailors, Airmen and Families Association (SSAFA);
- Royal British Legion (RBL);
- Veterans Advisory Pensions Committee (VAPC);

- The County Council and all of the County's District and Borough Councils; and
- Third sector bodies.

3 Recommendation

3.1 The Panel is invited to note the contents of this report.

4 Background

4.1 Hertfordshire is not a garrisoned county but is home to the UK's Permanent Joint Headquarters in Northwood and 254 Medical Regiment reserves base in Hitchin. The Commanding Officers of both sit on the Covenant Board.

4.2 Northwood has some 2,000 active personnel, often on 2-3 year postings from the UK and overseas with approximately 500 civil servants working there too. Other regular forces may be resident in the county but currently posted elsewhere.

4.3 Estimated number of veterans living in Hertfordshire is approximately 39,000 based on the 2015 Defence Statistics Annual Survey. There are currently 231 children of military families attending Hertfordshire schools.

5 Progress Update

5.1 The Covenant Board's work is structured under three themes:

- Fair Access to Services
- Community Engagement
- Celebrating and Honouring

5.2 This report outlines progress made on each of these thematic headings.

6 Fair Access to services

6.1 As part of the Hertfordshire Year of Mental Health, the Board worked with the Hertfordshire Partnership Foundation NHS Trust, to develop knowledge and raise awareness on the mental health issues affecting veterans. The Trust offered training to staff to ensure that national best practice is taken into account when delivering services.

6.2 In partnership with the three Clinical Commissioning Groups covering the county, and the Royal British Legion, a countywide poster campaign (at **Appendix A** to this report) was launched on Remembrance Day in November 2015 to encourage veterans to register their status as such with their local GP surgery. This aims to ensure that veterans receive appropriate signposting to priority NHS care services for conditions related to their military service. The information recorded will help to inform future planning of services for veterans.

- 6.3 Following on from this work, a Covenant project group was established at the Mount Prison in Bovingdon to ensure that veterans serving as prisoners can gain access (whilst in prison and on their release), to specialist support and services in relation to their military service.
- 6.4 The Board continuously seeks opportunities to raise awareness of the health and wellbeing of veterans, this has been demonstrated by stating the needs of veterans in the Hertfordshire Health and Wellbeing Strategy and Joint Strategic Needs assessments.
- 6.5 The Board recognises the need for a consistent approach to accessing housing advice across Hertfordshire for all veterans, reservists and armed forces personnel and their families. All district and borough councils now recognise this group in their housing allocation policies and award relative priority and make explicit their commitment to the armed forces in any communication.
- 6.6 A training programme was developed and delivered in May 2017 to housing and customer service advisors of county and district councils. The programme is designed to heighten awareness of the Covenant principles and the type of support available to veterans, armed forces personnel and their families when settling into civilian life.
- 6.7 A uniform approach to the disregard of War Disablement Pensions when calculating entitlement to Housing and Council Tax Benefit has also been adopted by all district councils. Streamlining the application process for Disabled Facilities Grants across the county is being explored in response to feedback from veteran charities. The aim is to achieve a more efficient and effective service.
- 6.8 From a Hertfordshire County Council perspective, in January 2016 Cabinet approved a policy change to Hertfordshire's care charging policy to allow war veterans from pre-2005 conflicts to retain all of their War Disablement Pensions, and not take into account War Disablement Pensions when calculating their contribution towards the cost of their social care.

7 Community Engagement

- 7.1 The Covenant Board have been honouring and supporting troops serving abroad, by running an annual Schools Christmas Competition. This was run for the fourth year in 2016. The competition allows pupils from Hertfordshire primary schools to produce pictures on a certain theme. The 2016 pictures were judged by officers on board HMS St. Albans. Previously, pictures were sent to troops in Sierra Leone (2015) and Afghanistan (2014).
- 7.2 The 2016 competition saw over 1,000 entries. At a special assembly in January 2017 the winning school, Garden Fields JMI in St Albans

received £400 in vouchers, courtesy of the County Council's corporate partner, Ringway. The school also received a plaque from a representative of HMS St. Albans and trophies for the two winning pupils (the winning picture is attached to **Appendix B** to this report). Due to the success of the competition in having a wide impact on local communities, the Board has decided to re-run the competition this year. RAF Henlow in view of the approaching RAF centenary has come forward as a sponsor and will also judge the top 20 entries.

- 7.3 For the third year running, the Covenant Board exhibited the achievements of the Community Covenant partnership at the Hertfordshire County Show. The show welcomed over 33,000 visitors proving an ideal platform to raise awareness of the partnership's commitment to the armed forces. The exhibition was hosted at a stand within the Military Tent.
- 7.4 The Covenant partnership has been successful in bidding for funding from the national Covenant Grant Fund; the Board has supported the following bids:
- Hartsbourne School in Bushey to acquire a further £20,000 to complete the project to build a community space for military families and other local families.
 - £50,000 for the St Albans Sea Cadets to hard surface their outside space to create a parade ground and memorial to HMS St Albans and other ships associated with the City and District of St Albans. Groundwork was completed during autumn 2015 and a service of celebration marking its long association with HMS St Albans took place in March this year.
- 7.5 The Ministry of Defence (MOD) through their re-branding of the national Covenant in January 2016 launched the Employer Recognition Scheme. The scheme acknowledges employers through a three tier approach of bronze, silver and gold awards recognising organisations who have provided exceptional support to the armed forces community. The County Council currently holds a silver award. The Covenant Board as part of its community engagement initiatives encourages organisations commercial and voluntary to apply to the scheme.
- 7.6 Following on from the re-branding of the national covenant, the dedicated Hertfordshire Heroes website was reviewed and information has been aligned with the updated national covenant messages. A Hertfordshire Heroes Communications toolkit was added to assist partners to deliver a unified message about the Covenant in any armed forces related event.

8 Celebrating and Honouring

- 8.1 The Covenant Board has a role to play in overseeing the laying of commemorative paving stones marking the centenary of World War

One. Information relating to this has been shared across the county coordinating the relevant partners. From 2015 and to date; Private Edward Warner VC was honoured in St Albans, Corporal Alfred Burt VC was honoured in Hertford and Private Christopher Cox was honoured in Kings Langley. Plans are underway to honour Major George Pearkes in Watford in October 2017

- 8.2 The Chairman of Hertfordshire County Council raised the Armed Forces Flag over County Hall on Monday 26 June 2017 to mark national Armed Forces Day. District and Borough Councils held similar events across the county.
- 8.3 The County Council proactively demonstrated its support to Reserves Day in June by posting a case study of a reservist employee through internal communications and also tweeted messages externally about the County Council's commitment to the armed forces.
- 8.4 Commemorating the centenary of the Battle of St Julien on 30 July, a special evensong took place at All Saints Church in Hertford and on 31 July, the only memorial to the Hertford Regiment was unveiled in Belgium. On the same day and time there was a local short service at the Town Memorial for the last post and wreath laying. The Battle of St Julien has been recorded as one of Hertford Regiment's bloodiest battles, where 479 of its 620 soldiers were killed.

9. Next steps

- 9.1 The 2016 Local Government Association (LGA) report, Our Community, Our Covenant describes a core infrastructure toolkit recommended to councils to implement the Covenant successfully. The Covenant Board has utilised the toolkit to self-assess its effectiveness and to determine continuing priorities.
- 9.2 In view of the self-assessment against the LGA core infrastructure toolkit, the Board will focus on communicating the Covenant as parts of its work under the community engagement and celebrating and honouring themes. The organisations who form the Covenant partnership will continue to celebrate and honour our Armed Forces individually and collectively through commemorative and annual events such as; Armed Forces Day in June 2017, Reserves Day, Remembrance Day and World War One and Two commemorations. The Schools Christmas competition for 2017 has been launched incorporating the RAF centenary as this year's theme.
- 9.3 As part of the strengthening the delivery of the Covenant commitment, the Board is seeking to run a rolling programme to train front line staff across Hertfordshire local authorities and further promote the Covenant at public events.
- 9.4 The Hertfordshire Heroes website acts as a dedicated central resource for partners and service users and will continue to be updated with key information.

9.5 The Covenant Board will continue to support future bids to the Covenant Fund.

10. Equalities

10.1 When considering proposals placed before Members it is important that they are fully aware of, and have themselves rigorously considered the equalities implications of the decision that they are taking.

10.2 Rigorous consideration will ensure proper appreciation of any potential impact of that decision on the County Council's statutory obligations under the Public Sector Equality Duty. As a minimum this requires decision makers to read and carefully consider the content of any Equalities Impact Assessment (EqIA) produced by officers.

10.3 The Equality Act 2010 requires the County Council, when exercising its functions, to have due regard to the need to (a) eliminate discrimination, harassment, victimisation and other conduct prohibited under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The protected characteristics under the Equality Act 2010 are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex and sexual orientation.

10.4 An EqIA has not been completed in relation to this report.

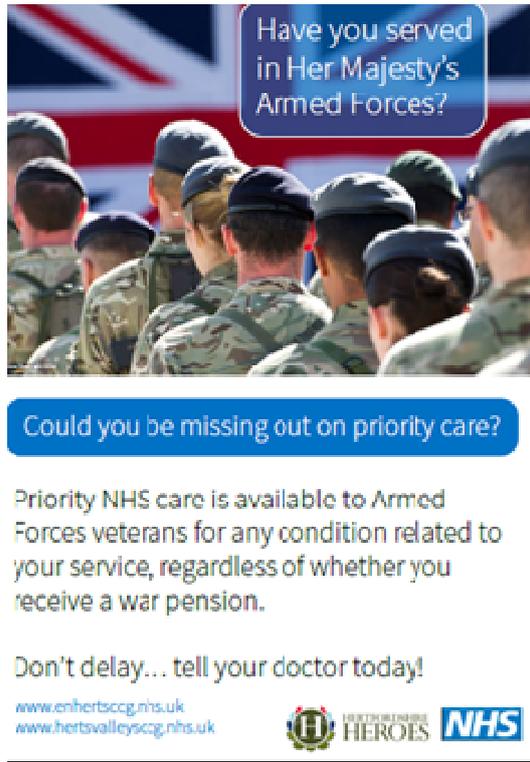
Background Information

Appendix A - Veteran Registration Campaign At GP Surgeries

Appendix B - Christmas 2016 Competition - Winning Entry

APPENDIX A

VETERAN REGISTRATION CAMPAIGN AT GP SURGERIES



Have you served in Her Majesty's Armed Forces?

Could you be missing out on priority care?

Priority NHS care is available to Armed Forces veterans for any condition related to your service, regardless of whether you receive a war pension.

Don't delay... tell your doctor today!

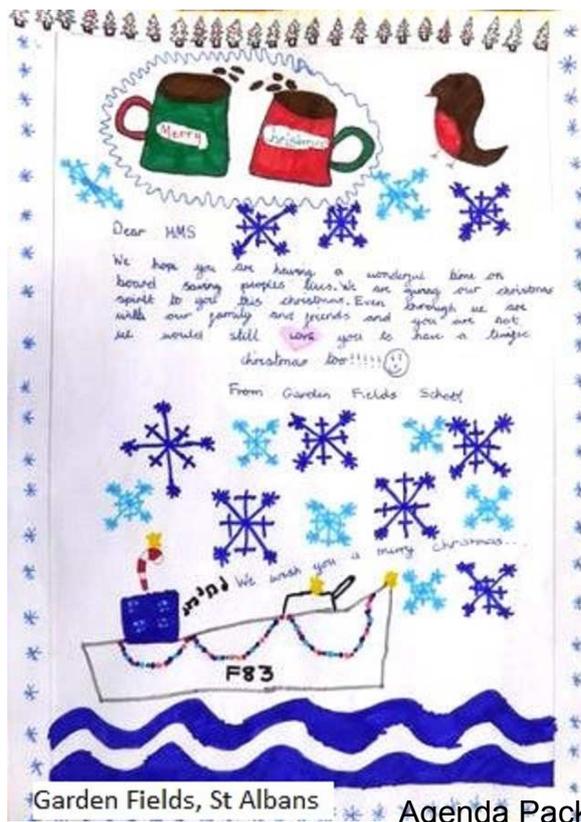
www.enherbscgp.nhs.uk
www.hertsvalleyscgp.nhs.uk

The advertisement features a photograph of soldiers in camouflage uniforms standing in a line, viewed from behind. A blue speech bubble with white text asks, 'Have you served in Her Majesty's Armed Forces?'. Below this, another blue speech bubble asks, 'Could you be missing out on priority care?'. The main text explains that priority NHS care is available to veterans for service-related conditions, regardless of war pension status. It encourages veterans to contact their doctor immediately. At the bottom, two website URLs are provided: www.enherbscgp.nhs.uk and www.hertsvalleyscgp.nhs.uk. To the right of the URLs are the 'HEROES' logo and the NHS logo.

APPENDIX B

CHRISTMAS 2016 COMPETITION - WINNING ENTRY



HERTFORDSHIRE COUNTY COUNCIL

EDUCATION, LIBRARIES AND LOCALISM CABINET PANEL
THURSDAY, 14 SEPTEMBER 2017 AT 10.00AM

Agenda Item No:

4

ADDITIONAL SCHOOL PLACES

Report of the Director of Children's Services

Report Author: Pauline Davis, Head of School Planning
(Tel: 01992 555865)

Executive Member: Terry Douris, Education, Libraries & Localism

Local Members: Phil Bibby (St. Nicholas); Paul Mason (Hoddesdon South); Sandy Walkington (St. Albans South).

1. Purpose of report

- 1.1 To seek the Panel's recommendation to Cabinet on a school expansion scheme and an additional accommodation scheme and their capital costs; and to the use of S106 funds.

2. Summary

- 2.1 There is an opportunity to contribute to a primary school-based expansion scheme in St. Albans, as well as to provide additional accommodation for a school in Stevenage in order that it may continue to fill to its current Published Admission Number (PAN).
- 2.2 S106 funds have been received for feasibility work in relation to school provision to serve the High Leigh development in Hoddesdon, and approval to their application for that purpose is requested.
- 2.3 There continues to be a real and pressing need to provide primary school places in some areas of Hertfordshire. Not providing the premises mentioned in this report, to allow additional places to be offered, will mean that very young children may be forced to access places some considerable distance from their homes.

3. Recommendations

- 3.1 The Panel is invited to recommend that Cabinet approves the contribution of the capital costs of the individual schemes and the application of S106 funds as set out in paragraph 5.3 of the report.

4. Background

School expansion

- 4.1 Cabinet, on 10 April 2017, agreed a programme of primary school expansions for September 2018 ([Cabinet April 2017](#)).
- 4.2 Since then, the St. Alban's Diocese has approached the County Council for funding to contribute to the expansion St Michael's C of E School in St. Albans by 8 places (0.3 f.e.) to a PAN of 30 (1.f.e) from 2018.
- 4.3 Since 2009 an additional 9.3fe of permanent capacity has been provided across St Albans to help meet the rising demand. However, due to significant site constraints, only 2fe have been created in the city centre. Whilst there are sufficient reception places across St Albans City for the forecast period, these additional places have not always eased the pressure in the city centre and can result in significant and potentially unreasonable travelling distances for reception aged pupils. St. Michael's C of E School assisted with easing this pressure on a temporary basis in 2016.
- 4.4 The school, which is its own admitting authority, has recently changed its admission criteria to include additional streets within its priority area, of which some are located near the border of adjacent primary planning area St Albans Central, effective from September 2018. It is also seeking to add two permanent classrooms to be able to increase the school's PAN. However, the school does not currently have sufficient capital funding for the full scheme and has asked the County Council for a contribution, with the remainder to be paid by the Diocese. Such an increase would assist with easing pressure on places in central St. Albans and the contribution is recommended.

Additional accommodation requirement

- 4.5 The Leys Primary School is a 2.5 f.e. school in Stevenage. The school has not filled to its PAN in past years but pressure on places means that more pupils are now attending the school. Due to the complexity of organising a 2.5 f.e. school together with the level of SEN (Special Educational Needs) within the school, it has traditionally organised in straight year groups. In order for the school to continue to fill to its PAN of 75, and to avoid disrupting its current operational form, the school needs additional classroom space from the 2017/18 academic year. It is proposed that the school's PAN will remain at 75 pending the implementation of a longer term strategy, to expand the school to 3 f.e., in line with planned new housing in the area. That project will be brought forward as a school expansion project at an appropriate time.
- 4.6 Approval is sought, therefore, for capital funding for the provision of one permanent classroom extension at this stage, to be delivered in

the 2017/18 academic year. (The school will put temporary arrangements in place pending its completion.)

The application of S106 funds

- 4.7 On 29 June 2016, Panel considered a report on the proposed housing development at High Leigh in Hoddesdon for which there is a need to provide an additional 1f.e of primary places ([CMIS > Calendar of council meetings](#)). The site and build costs for a 1 f.e primary school are to be provided as part of the S106 agreement and there was an option to acquire additional land to create a 2 f.e. school. Panel recommended to Cabinet, and Cabinet subsequently agreed ([CMIS > Calendar of council meetings](#)), to serve Notice on the land owners to take up the option of additional land for a 2 f.e. school (which at a later date could be rescinded if the proposal proved to be non-viable).
- 4.8 Developer contributions will fund feasibility work to develop both 1 and 2 f.e. options. The development has yet to proceed. Feasibility work continues however and a second S106 funding instalment has now been received towards it. Panel is asked to recommend to Cabinet that it can be applied to this work as and when required.

5. Financial Implications

Revenue funding

- 5.1 Revenue funding has been made available to support the feasibility work for the school expansion programme.

Capital funding

- 5.2 There are sufficient funds available to support the two schemes included in this report.
- 5.3 The updated summary financial position, reviewing funds available from grants, approved section 106, less existing commitments is £ 30.973m. The S106 receipt for the High Leigh development is £274,271.84 and the total costs to the County Council associated with the schemes at St. Michael's, St Albans and The Leys, Stevenage are £0.605m, as detailed below:

Funds currently available up to 2017/18:		£30.973m
Plus S106 funds received from High Leigh		£0.274m
		<hr/>
		£31.247m
Less contribution to St. Michael's and the cost of The Leys	£ 0.375m £0.23m	
	<hr/>	
Allocation remaining:	£0.605m	<hr/>
		£ 30.642m

- 5.4 The allocation remaining will need to be used for any other newly emerging primary needs for 2018/19 and for 2019/20 and a third secondary expansion programme to start from 2019/20.
- 5.5 It should be noted that there are signs of market recovery and tender returns will reflect this but current costs have been assessed on the emerging market conditions.
- 6. Equalities**
- 6.1 When considering proposals placed before Members it is important that they are fully aware of, and have themselves rigorously considered the Equality implications of the decision that they are making.
- 6.2 Rigorous consideration will ensure that proper appreciation of any potential impact of that decision on the County Council's statutory obligations under the Public Sector Equality Duty. As a minimum this requires decision makers to read and carefully consider the content of any Equalities Impact Assessment (EIA) produced by officers.
- 6.3 The Equality Act 2010 requires the County Council when exercising its functions to have due regard to the need to (a) eliminate discrimination, harassment, victimisation and other conduct prohibited under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The protected characteristics under the Equality Act 2010 are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief, sex and sexual orientation.
- 6.4 Equalities Impact Assessments (EqIAs) have been carried out and updated where necessary on all proposed school expansions. The EqIAs are attached at Appendix A to this report. They will be made available in the Members' Lounge prior to, and at the Panel and Cabinet meetings in order that Members are fully aware of any equality issues arising from the proposals. Consideration has been given to the likely impact of the proposals, and current assessments conclude that it is not anticipated that people with protected characteristics will be affected disproportionately. The EQIAs will be continued to be reviewed and updated as necessary.
- 6.5 The County Council is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.
- 6.6 The expansion of school premises will enable additional school places to be made available as close as possible to the demand for them. In that way they will improve access to school places to all sectors of the

communities in which they are located, and avoid very young children having to travel longer distances to access education.

- 6.7 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.
- 6.8 School expansion schemes provide positive impacts, offering the opportunity for improved facilities for disabled access in new buildings.

Background Information

- *Appendix A - Equalities Impact Assessments*
- *June 2016 Cabinet Panel Minutes:*
<https://cmis.hertfordshire.gov.uk/hertfordshire/Calendarofcouncilmeetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/322/Committee/10/SelectedTab/Documents/Default.aspx>
- *July 2016 Cabinet Minutes:*
<https://cmis.hertfordshire.gov.uk/hertfordshire/Calendarofcouncilmeetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/346/Committee/8/SelectedTab/Documents/Default.aspx>
- *April 2017 Cabinet Minutes:*
<https://cmis.hertfordshire.gov.uk/hertfordshire/Calendarofcouncilmeetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/510/Committee/8/Default.aspx>

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Enlargement of the premises of St Michael's C of E VA Primary School, St Albans from 0.7FE to 1FE from 1 September 2018	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey Vicki Roberts	Lead officer contact details:	Vicki Roberts
Date completed:	04/09/2017	Review date:	End of September 2017
Date Reviewed			

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 Michael's C of E VA Primary School, St. Michaels Street, St. Albans, AL3 4SJ, to provide accommodation to facilitate the offer of additional school places from September 2018.</p> <p>The school initiated the proposal to permanently expand by 8 places (0.3 f.e.) to a PAN of 30 (1f.e.) from September 2018. It does not currently have sufficient capital funding for the full scheme and has asked the County Council for a contribution, with the remainder to be paid by the Diocese. Such an increase would assist with easing pressure on places in central St. Albans.</p> <p>The school is responsible for delivering the school expansion and it will continue to be split across two sites – lower school and upper school.</p> <p>This assessment considers the Equalities Impact Assessments (“EQiAs”) undertaken to seek to identify whether any equalities issues can be identified as a consequence of contribution of funds and how they may be addressed.</p>
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Equality Impact Assessment (EqIA)

<p><u>Stakeholders:</u> 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>
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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>Spring 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, SEN Provision or who have Education & Health Care Plans. <i>Data excludes special schools and PRU’s</i></p>	<p>Spring 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%; text-align: center;">St Michael’s C/E Primary School</th> <th style="width: 30%; text-align: center;">Primary countywide</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td style="text-align: center;">147</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">23.81%</td> <td style="text-align: center;">30.47%</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;">14.97%</td> <td style="text-align: center;">16.70%</td> </tr> </tbody> </table>		St Michael’s C/E Primary School	Primary countywide	Number of Students	147	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	23.81%	30.47%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	14.97%	16.70%
	St Michael’s C/E Primary School	Primary countywide											
Number of Students	147	N/A											
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	23.81%	30.47%											
% EAL (English as an alternative Language) (First language Not English or believed not to be English)	14.97%	16.70%											



Equality Impact Assessment (EqIA)

	% with Statement (s) OR Education & Health Care Plan ('e)	0.0%	1.86%
	% SEN Support (K)	16.33%	11.86%
	% Total SEN Provision	16.33%	13.72%
	% FSM (Free School Meals) (at date of Census)	8.16%	8.72%
	% of Male Students	55.10%	51.20%
	% of Female Students	44.90%	48.80%
<p>The percentage of pupils from Minority Ethnic groups and those with English as an Additional Language (EAL) is lower than the county average and Special Educational Needs (SEN) provision is slightly 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	<p>The expansion of school premises will enable additional school places to be available and would assist with easing pressure on places in central St. Albans.</p> <p>In this way, the proposal will improve access to school places and help avoid very young children having to travel longer distances to access education.</p> <p>It is not currently anticipated that the proposal will affect people disproportionately because of their age 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>
Disability Including Learning	<p>The additional accommodation will provide better access to facilities</p>	<p>It is noted that the school will be responsible for delivering the expansion project and</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Disability	<p>such as dining to pupils at the lower school site.</p> <p>It is not anticipated that the proposal will affect people disproportionately because of their disability but the position will be monitored if the proposal proceeds.</p>	<p>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>
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 proposal will affect people disproportionately because of their race 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>
Gender reassignment	<p>It is not anticipated that the proposal will affect people disproportionately because of the issue 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 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>
Pregnancy and maternity	<p>It is not anticipated that the proposal will affect people disproportionately because of the issues around pregnancy and maternity but the</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</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	position will be monitored if the proposal 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.
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>The proposal could have a positive impact on the number of places available to children that wish to attend a Church of England school. The position will be monitored if the proposal proceeds.</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.
Sex	It is not anticipated that the proposal 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 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

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		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)	Should the expansion proposal 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 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)		
Should funds be approved to enable the delivery of the school expansion it is anticipated that it will allow more students 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.		

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 currently 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 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 that the proposal will affect people disproportionately because of their 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 that the proposal will affect people disproportionately because of the issue 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

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.
Pregnancy and maternity	It is not anticipated that the proposal will affect people disproportionately because of the 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 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.
Sex	It is not anticipated that the proposal 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 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	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?
	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.
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)		
The additional accommodation will provide better access to facilities to pupils and staff alike such as dining at the lower school site.		

Equality Impact Assessment (EqIA)

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?	Any further information identified will be considered as part of the Local Authority's continued monitoring of the delivery of the expansion and within the 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.

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.	<p>The proposal has minimum equality impacts and could have a positive impact for:</p> <ul style="list-style-type: none"> - Pupils with a disability attending the lower school by providing them with better access to facilities - Parents who wish their children to attend a Church of England school. <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>

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
<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	Monitor the decision the County Council takes	Vicki Roberts End September 2017

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: P. Davis

Date: September 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 The Leys Primary & Nursery School, Stevenage	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Alice Carrington
Date completed:	31/08/2017	Review date:	December 2017
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 enlargement of the premises of The Leys Primary & Nursery School, Ripon Road, Stevenage, SG1 4QZ, to provide the school with 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 To provide the additional building space the school requires it will be necessary to submit a town planning application that will include a public consultation on the design proposal. Consultation letters will be sent to the school, local residents and other key stakeholders, including relevant local authority/authorities, 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. The town planning consultation will be available on the
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Equality Impact Assessment (EqIA)

	<p>Hertfordshire County Council website, Hertfordshire.gov.uk. An interpreting service is available for those who need it.</p> <p>At the conclusion of the consultation all responses will be carefully considered and where issues are raised regarding Disability they will be considered as part of updated EqIA.</p>																														
<p>Spring 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, SEN Provision or who have Education & Health Care Plans. <i>Data excludes special schools and PRU's</i></p>	<p>Spring 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">The Leys Primary</th> <th style="text-align: center;">County wide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">472</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;">129</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">27.33%</td> <td style="text-align: center;">30.47%</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;">17.58%</td> <td style="text-align: center;">16.70%</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td style="text-align: center;">1.48%</td> <td style="text-align: center;">1.86%</td> </tr> <tr> <td>% SEN Provision (K)</td> <td style="text-align: center;">15.47%</td> <td style="text-align: center;">11.86%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">16.95%</td> <td style="text-align: center;">8.72%</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">57.63%</td> <td style="text-align: center;">51.20%</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">42.37%</td> <td style="text-align: center;">48.80%</td> </tr> </tbody> </table> <p>The percentage of pupils from Minority Ethnic groups is lower than the county average whilst those with EAL and SEN provision is higher and pupils eligible for FSM is sharply higher.</p>		The Leys Primary	County wide	Students (Years R to 6)	472	100130	Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	129	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	27.33%	30.47%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	17.58%	16.70%	% with Statement (or EHCP (S or E))	1.48%	1.86%	% SEN Provision (K)	15.47%	11.86%	% FSM (Free School Meals) (at date of Census)	16.95%	8.72%	% of Male Students	57.63%	51.20%	% of Female Students	42.37%	48.80%
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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 currently anticipated	The position will continue to be

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	that the proposal will affect people disproportionately because of their age.	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>Should the proposal 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 proposal 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>
Race	It is not anticipated that the proposal 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.	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 currently anticipated that the proposal 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

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	It is not anticipated that the proposal 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 proposal 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 proposal 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 proposal 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.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
Should the proposal for additional accommodation at The Leys 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		

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
building requirements to avoid any disability discrimination.		

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.	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 proposal will affect people disproportionately because of the issues of disability. In addition should the proposal 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>
Race	It is not anticipated that the proposal 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 proposal 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 proposal 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?
	pregnancy and maternity.	characteristic are identified 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.	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 proposal 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 proposal 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 proposal 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)		
Any building scheme will be compliant with building requirements to avoid any disability discrimination.		

STEP 5: Gaps identified

Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How	
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Equality Impact Assessment (EqIA)

to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?

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.	Ensure that the proposal does 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: <ul style="list-style-type: none"> – 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.	<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>	Alice Carrington December 2017
Catering for disabled pupils.	<p>Ensure that any known issues around disability are factored into the individual scheme designs and are compliant with building requirements to avoid any disability discrimination.</p> <p>Obtain information around individual needs of children with disabilities.</p>	<p>Alice Carrington December 2017</p> <p>Alice Carrington December 2017</p>

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: P. Davis

Date: Sept 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	Education strategy for the delivery of additional primary school places to serve the new community arising from the new development of up to 523 homes at High Leigh, Hoddesdon.		
Head of Service or Business Manager	Pauline Davis		
Names of those involved in completing the EqIA:	Tom Stacey	Lead officer contact details:	Brenda Dennett
	Date completed:	01/09/2017	Review date: December 2017

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>The Local Authority has a legal duty to ensure sufficient school places to meet the needs of existing and new communities.</p> <p>The new housing development proposes the delivery of an additional 1f.e. (30 places) for primary school aged children to meet anticipated demand from any new community moving into the new housing development at High Leigh Hoddesdon. The additional places will be available on a school site to be located within the housing development.</p> <p>As part of the development there is an option to acquire additional land to provide a 2f.e. school instead of a 1 f.e school. If this option is pursued, consideration will also be given to the potential for and implications of relocating existing schools to form a more sustainable pattern of provision, and as a way of addressing the funding gap which would emerge if a 2f.e. school site and buildings were to be constructed.</p>
<p><u>Stakeholders:</u></p> <p>Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Schools in the education planning area Hertfordshire County Council Planning colleagues Local Members and political representative Local community Borough of Broxbourne Residents in the local and surrounding areas Department for Education Potential School Sponsors High Leigh Developer (s) MPs, County Councillors, District Councillors, Parish and</p>

Equality Impact Assessment (EqIA)

	<p>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 Property teams.</p>
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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</p> <p>The strategy seeks to provide additional primary school places to meet the anticipated need from the new community arising from High Leigh. The school will offer local places for local children. The additional places will be available on a school site to be located within the housing development.</p> <p>As the housing development is not yet built, the new community does not currently exist and there is no data to assess. Recent data from the three existing schools closest to the development has therefore been used to provide a guide to the possible composition of the new school population.</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, SEN Provision or who have Education & Health Care Plans.</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%;">Three Nearest Primary Schools</th> <th style="width: 20%;">Primary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">818</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">22.37%</td> <td style="text-align: center;">30.47%</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;">11.96%</td> <td style="text-align: center;">16.70%</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td style="text-align: center;">1.11%</td> <td style="text-align: center;">1.86%</td> </tr> <tr> <td>% SEN Provision (K)</td> <td style="text-align: center;">10.02%</td> <td style="text-align: center;">11.86%</td> </tr> </tbody> </table>		Three Nearest Primary Schools	Primary Countywide	Students (Years R to 6)	818	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	22.37%	30.47%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	11.96%	16.70%	% with Statement (or EHCP (S or E))	1.11%	1.86%	% SEN Provision (K)	10.02%	11.86%
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Equality Impact Assessment (EqIA)

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<p>The percentage of Minority Ethnic Students, English as as Additional Language (EAL) students and those with a Statement (or Education, Health and Care Plan) and students with Special Educational Needs (SEN) Provision are all lower than the County Average. The percentage of students who are eligible for Free School Meals are higher than the County Average.</p> <p>The composition of the new community is unknown at this time and this data taken from the three schools closest to the new school site (St Catherine's CE VC, Roselands and Westfield) is for illustrative purposes only.</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	<p>This proposal offers additional primary places in the heart of the new community to meet the yield arising from the new development.</p> <p>The school will be expected to phase the provision of additional places with the aim to provide sufficient capacity without destabilising neighbouring schools. It is not anticipated that the proposals will affect people disproportionately because of their age.</p>	<p>Pupil numbers and age ranges will be kept under close scrutiny to inform whether or not the number of places available reflects the need.</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</p>	<p>The school will be fully inclusive. It will meet the needs of children in the local area, including those with Special Educational Need (SEN)</p>

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	<p>the issues of disability.</p> <p>The new school building will be Equality Act compliant to ensure accessibility by all.</p>	<p>and/or disability.</p> <p>Should either of the Proposals proceed and issues arise that require specific professional advice this will be sought.</p> <p>However any accommodation will be compliant with the Equality Act 2010 to avoid Disability Discrimination under Section 15 of the Act.</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>
Race	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of race.</p>	<p>The school will be required to accept all children regardless of race or ethnicity.</p> <p>No mitigation is currently required but 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>No mitigation is currently required but 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 maternity	<p>It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.</p>	<p>No mitigation is currently required but 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 mitigations can you propose?
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.	No mitigation is currently required but 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.	No mitigation is currently required but 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.	No mitigation is currently required but 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.	No mitigation is currently required but 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 per se. However we are aware that some Carers may have disability issues that impact on their ability to access the new site	No mitigation is currently required but 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>The provision of school places within the heart of the new community will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers.</p> <p>The provision of a new school building provides a clear opportunity to assist those with protected characteristics to attend education provision which is local and of modern, accessible design. The layout/design of the building(s) will meet the requirements to</p>		

Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
avoid Disability Discrimination under Section 15 of the Equality Act 2010 and 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 scheme design(s). The designs will allow access to everyone throughout the site and therefore promote integration of all pupils with one another.		

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?	The current proposal relates to exercising the option for acquiring land for a 2FE site. When the feasibility works are concluded and a way forward determined, the scope of data necessary to assess the impact equalities issues will be reviewed and any gaps identified at that time. Mitigation measures will also be identified at that time.
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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 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.	

Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
<input checked="" 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. 	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.
<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 		
The need to address access and equality issues when developing the layout of the building.	This will form part of the design brief and specification for the new school building.	School Planning Team – At time of design, date to be determined.
There is an opportunity to provide a site and building design which all those with Protected Characteristics to be fully integrated in the school community	The accommodation will be compliant with the Equality Act 2010 to avoid Disability Discrimination under Section 15 of the Act.	Project Mgr – reviewed every 3 months throughout design process

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis Date: Sept 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

Equality Impact Assessment (EqIA)

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.