

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?

Proposal objectives: —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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<p>Stakeholders:</p> <p>Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers/pupils, staff and governors at the school concerned; 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.</p> <p><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;"> <thead> <tr> <th style="background-color: #e0e0e0;"></th> <th style="background-color: #e0e0e0;">St Michael's C/E Primary School</th> <th style="background-color: #e0e0e0;">Primary countywide</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td>147</td> <td>N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td>23.81%</td> <td>30.47%</td> </tr> <tr> <td>% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td>14.97%</td> <td>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%
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	% 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	The additional accommodation will provide better access to facilities	It is noted that the school will be responsible for delivering the expansion project and

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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>	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	<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>	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	<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>	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However, the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.
Pregnancy and maternity	<p>It is not anticipated that the proposal will affect people disproportionately because of the issues around pregnancy and maternity but the</p>	It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into

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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	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. 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.	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

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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)

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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

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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.		

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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
No equality impacts identified <input type="checkbox"/> – No change required to proposal.	
Minimal equality impacts identified <input checked="" type="checkbox"/> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	The proposal has minimum equality impacts and could have a positive impact for: - 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. It is noted that the school will be responsible for delivering the expansion project and therefore will be responsible for taking equalities into account. However the county council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly.

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Select one conclusion of your analysis	Give details
Potential equality impacts identified <input type="checkbox"/> <ul style="list-style-type: none"> – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section. 	
Major equality impacts identified <input type="checkbox"/> <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 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.

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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	What the data tells us about equalities
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>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.</p> <p>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.</p> <p>The town planning consultation will be available on the</p>

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	<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 been 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"> <thead> <tr> <th></th> <th>The Leys Primary</th> <th>County wide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td>472</td> <td>100130</td> </tr> <tr> <td>Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td>129</td> <td>N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td>27.33%</td> <td>30.47%</td> </tr> <tr> <td>% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td>17.58%</td> <td>16.70%</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td>1.48%</td> <td>1.86%</td> </tr> <tr> <td>% SEN Provision (K)</td> <td>15.47%</td> <td>11.86%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td>16.95%</td> <td>8.72%</td> </tr> <tr> <td>% of Male Students</td> <td>57.63%</td> <td>51.20%</td> </tr> <tr> <td>% of Female Students</td> <td>42.37%</td> <td>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

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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	Should the proposal proceed; appropriate advice will be sought in respect of any changes that are made to the school. It is not currently anticipated that the proposal will affect people disproportionately because of their disability.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly. Any issues identified or known, as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.
Race	It is not anticipated that the 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

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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		

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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

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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?	
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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
No equality impacts identified <input type="checkbox"/> – No change required to proposal.	
Minimal equality impacts identified <input type="checkbox"/> – 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.
Major equality impacts identified <input type="checkbox"/> – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

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STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review <p>Explore ways of supporting parents, carers, governors and staff through the change process.</p>	<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>	Alice Carrington December 2017 Alice Carrington December 2017

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.

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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?

Proposal objectives: —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>
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	<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;</p> <p>Trade Union representatives;</p> <p>Church Diocese representatives;</p> <p>NHS representatives;</p> <p>Parent Governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council;</p> <p>Further Education establishments, pre-schools, playgroups, Children's Centres, toddler groups and day nurseries;</p> <p>Libraries and Citizen's Advice Bureaux;</p> <p>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

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>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;"> <thead> <tr> <th></th> <th style="text-align: center;">Three Nearest Primary Schools</th> <th style="text-align: center;">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 an 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.
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 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.		
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		

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.

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
No equality impacts identified <input type="checkbox"/> – No change required to proposal.	
Minimal equality impacts identified <input type="checkbox"/> – 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 		
<p>The need to address access and equality issues when developing the layout of the building.</p>	<p>This will form part of the design brief and specification for the new school building.</p>	<p>School Planning Team – At time of design, date to be determined.</p>
<p>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</p>	<p>The accommodation will be compliant with the Equality Act 2010 to avoid Disability Discrimination under Section 15 of the Act.</p>	<p>Project Mgr – reviewed every 3 months throughout design process</p>

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:** _____

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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.