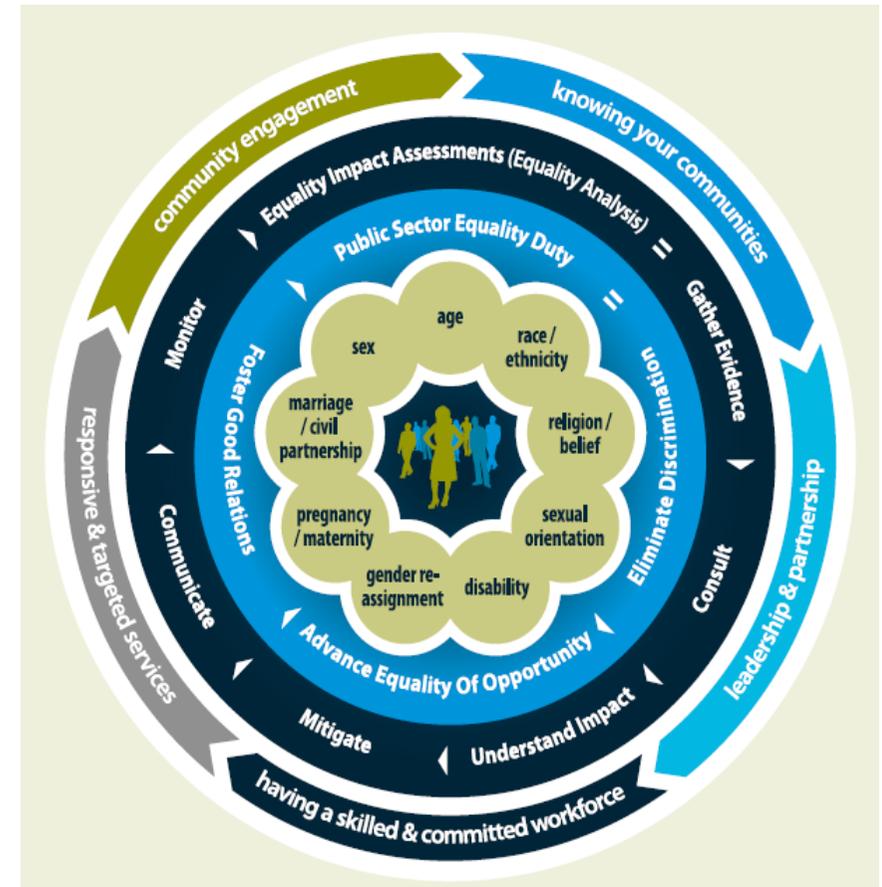


Item 11 Appendix 3 Equality Impact Assessment (EqIA) Template

EqIAs make services better for everyone and support value for money by getting services right first time.

EqIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for staff and service-users¹. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010². They help us make good decisions and evidence how we have reached them.³

An EqIA needs to be completed **as a project starts** to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. It must be completed **before** any decisions are made or policy agreed so that the EqIA **informs that decision or policy**. It is also a live document; you should review and update it along with your project plan throughout.



1. Who is completing the EqIA⁴ and why is it being done?

| | |
|---|--|
| Title of service / proposal / project / strategy / procurement you are assessing⁵ | The proposed enlargement and relocation of The Bishop's Stortford High School |
| Names of those involved in completing the EqIA | Kate Ma, Chris Martin, Adrian Bentley |
| Head of Service or Business Manager | Pauline Davis |
| Team/Department | School Planning |
| Lead officer contact details | Kate Ma (kate.ma@hertfordshire.gov.uk) |
| <p>Focus of EqIA – what are you assessing?⁶ What are the aims of the service, proposal, project? What outcomes do you want to achieve? What are the reasons for the proposal or change? Do you need to reference/consider any related projects?</p> | <p>To identify the impact of the proposed relocation and enlargement of The Bishop's Stortford High School ("the School"), London Road, Bishop's Stortford, Hertfordshire, CM23 3LU.</p> <p>The School is proposing to relocate to a site at Bishop's Stortford South and in doing so, increase its intake from 5.2 forms of entry (fe) to 6 fe. The new site is under 2 miles from its existing site and the relocation will involve brand new buildings and associated facilities suitable for a 6 fe intake.</p> <p>This assessment considers the Equality Impact Assessment (EqIA) undertaken to seek to identify whether any equality issues can be identified as a consequence of the proposed enlargement and relocation of the School.</p> |
| <p>Stakeholders Who will be affected? Which protected characteristics (<i>see end-notes 11-20</i>) is it most relevant to? Consider the public, service users, partners, staff, Members, etc</p> | <p>Parents/carers/pupils, staff and governors at the School; Residents local to the School; Students and parents in Bishop's Stortford and the surrounding area; Local members.</p> <p>The School is delivering the relocation and enlargement project and will be responsible for consulting on any changes as required.</p> |

2. List of data sources used for this EqlA (include relevant national/local data, research, monitoring information, service user feedback, complaints, audits, consultations, EqlAs from other projects or other local authorities, etc.)

| Title and brief description (of data, research or engagement – include hyperlinks if available) | Date | Gaps in data Consider any gaps you need to address and add any relevant actions to the action plan in Section 4. | | |
|---|-------------|---|---|--------------------------|
| Spring 2019 School Census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN Statements (S), Education and Health Care Plans (E) or SEN Support (K). <i>*The countywide total in the table opposite includes secondary-age pupils at ESCs, PRUs, special, middle and secondary schools.</i> | | Spring 2019 School Census data | The Bishop's Stortford High School | Countywide Total* |
| | | Students (Y7-Y13) | 1191 | 84845 |
| | | Number Minority Ethnic Students (not White British and excluding Refused and Not Obtained) | 209 | 24831 |
| | | % Minority Ethnic Students (not White British and excluding Refused and Not Obtained) | 17.55% | 29.27% |
| | | Number EAL (English as an alternative Language) (First language Not English or believed not to be English excluding Refused and Not Obtained) | 61 | 10532 |
| | | % EAL (English as an alternative Language) (First language Not English or believed not to be English) | 5.12% | 12.41% |
| | | Number with Statement (or EHCP (S or E)) | 5 | 2295 |
| | | % with Statement (or EHCP (S or E)) | 0.42% | 2.70% |
| | | Number SEN Provision (K) | 68 | 10089 |
| | | % SEN Provision (K) | 5.71% | 11.89% |
| | | Number Eligible for FSM (at date of Census) | 22 | 6508 |

| | | |
|---|--------|--------|
| % FSM (Free School Meals) (at date of Census) | 1.85% | 7.67% |
| Number of Male Students | 1083 | 42744 |
| % of Male Students | 90.93% | 50.38% |
| Number of Female Students | 108 | 42101 |
| % of Female Students | 9.07% | 49.62% |

The School is a non-selective, single-sex (boys), 11-16, Foundation school, with a co-educational sixth form admitting boys and girls at 16 plus. The overall age range is 11 to 18.

The percentage of Minority Ethnic Students and students with English as an alternative Language (EAL) at the School, are both significantly less than the county average. The percentage of students with SEN Statements (S) or Education and Health Care Plans (E) and SEN Provision (K) are also both significantly less than the county average. The percentage of students entitled to Free School Meals (FSM) is significantly less than the county average.

3. Analysis and assessment: review of information, impact analysis and mitigating actions

| Protected characteristic group | <p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? | <p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p> | <p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p> |
|--------------------------------|---|--|--|
| Age | | It is not anticipated that the proposal will affect people disproportionately because of their age. | It is noted that this is a School driven scheme. It 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 | | 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 this is a School driven scheme. It will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly. |
| Gender reassignment | | It is not anticipated at this stage that the proposal will affect people disproportionately because of the issues of Gender reassignment but the position will be monitored if the proposal proceeds. | It is noted that this is a School driven scheme. It 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 |

| Protected characteristic group | What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? | What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i> | What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i> |
|---------------------------------------|--|--|---|
| | | | Council then the Action Plan will be amended accordingly. |
| Pregnancy and maternity | | It is not anticipated that the proposal will affect people disproportionately because of issues around Pregnancy and Maternity but the position will be monitored if the proposal proceeds. | It is noted that this is a School driven scheme. It will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly. |
| Race | | It is not anticipated at this stage that the proposal will affect people disproportionately because of their race but the position will be monitored if the proposals proceeds. | It is noted that this is a School driven scheme. It will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly. |
| Religion or belief | | It is not anticipated that the proposal will affect people disproportionately because of their religion/belief. | It is noted that this is a School driven scheme. It 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 |

| Protected characteristic group | <p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? | <p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p> | <p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p> |
|--------------------------------|---|---|--|
| | | | <p>characteristic are identified by the County Council then the Action Plan will be amended accordingly.</p> |
| <p>Sex/Gender</p> | | <p>The School is over-subscribed with 208 on-time 1st preference applications (for 2019/20) for the 156 places on offer. The proposal for enlargement, if it proceeds, will provide more single-sex (boys) school places (180 Year 7 places), hence increasing parental preference. The position will be monitored if the proposal proceeds.</p> <p>This proposal will also bring into line the number of girls & boys single sex places in Bishops Stortford. The single-sex girls' school serving the area (The Hertfordshire and Essex High School) which currently offers 180 Year 7 places, is also oversubscribed with 1st preferences.</p> | <p>It is noted that this is a School driven scheme. It 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> |

| Protected characteristic group | <p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? | <p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p> | <p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p> |
|--------------------------------|---|--|--|
| 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 this is a School driven scheme. It will be responsible for taking equalities into account. However the County Council will also continue to monitor the position and if any issues in respect of the protected characteristic are identified by the County Council then the Action Plan will be amended accordingly. |
| Marriage and 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 this is a School driven scheme. It 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 | | 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 this is a School driven scheme. It 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>Protected characteristic group</p> | <p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? | <p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <ul style="list-style-type: none"> - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p> | <p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p> |
| <p>Other relevant groups</p> <p>Consider if there is a potential impact (positive or negative) on areas such as health and wellbeing, crime and disorder, Armed Forces community.</p> | | | |

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

Should the relocation and enlargement of the School proceed, it is anticipated that it will allow more students to attend a secondary school in their locality and help ensure that more students obtain a place at their first-choice secondary school. It will also align the number of male single sex places in the town with the number of female single sex places.

Conclusion of your analysis and assessment - select one of the outcomes below and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

| OUTCOME AND NEXT STEPS | SUMMARY |
|--|--|
| <p>i. No equality impacts identified</p> <ul style="list-style-type: none">- No major change required to proposal | <p>It is noted that this is a School driven scheme. It 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> |
| <p>ii. Minimal equality impacts identified</p> <ul style="list-style-type: none">- Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate)- Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality- No major change required to proposal | |
| <p>iii. Potential equality impacts identified</p> <ul style="list-style-type: none">- Take 'mitigating action' to change the original policy/proposal, remove barriers or better advance equality- Set out clear actions in the action plan in section 4. | |
| <p>iv. Major equality impacts identified</p> <ul style="list-style-type: none">- The adverse effects are not justified, cannot be mitigated or show unlawful discrimination- You must stop and remove the policy [you should consult with Legal Services]- Ensure decision makers understand the equality impact | |

YOU SHOULD INCLUDE THE SUMMARY ANALYSIS ABOVE IN THE 'Equalities Implications' SECTION OF ANY REPORT(S) THAT GO TO DEPT. MANAGEMENT BOARDS / MEMBER PANELS / CABINET, AS WELL AS APPENDING A COPY OF THE EqIA

4. Prioritised Action Plan¹¹

| Impact identified and group(s) affected | Action planned Include actions relating to: • mitigation measures • getting further research • getting further data/consultation | Expected outcome | Measure of success | Lead officer and timeframe |
|---|--|------------------|--------------------|----------------------------|
| NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified. | | | | |
| | Monitor and review the EqIA as the project progresses | | | Kate Ma December 2019 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

This EqIA has been signed off by:

Lead Equality Impact Assessment officer:

Date:

Head of Service or Business Manager: Pauline Davis

Date: 19 June 2019

Review date: December 2019

Please now send the completed EqIA to equalities@hertfordshire.gov.uk

Please also ensure that the EqIA is referenced in and included as an appendix to reports to Management Boards Cabinet Panels and Cabinet so that decision makers can consider equality impacts before making decisions.

Guidance end-notes

¹ The following principles explain what we must do to fulfil our duties under the Equality Act when considering the effect of existing and new policies/practices/services on equality. They must all be met or the EqIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and **before** a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf can comply with the duty, are required in contracts to comply with it, and do comply in practice. It is a duty that cannot be delegated.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

² Our duties in the Equality Act 2010

HCC has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with 'protected characteristics' (see end notes 11-20 for details of the nine-protected characteristics). This applies to policies, services (including commissioned services), and our employees. **If you are creating an 'arms-length' company**, seek advice from the Equality Team or Legal.

We use this template to do this and evidence our consideration. **You must give 'due regard' (pay conscious attention) to the need to:**

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
 - Removing or minimising disadvantages suffered by equality groups
 - Taking steps to meet the needs of equality groups
 - Encouraging equality groups to participate in public life or any other activity where participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don't:** e.g. by promoting understanding.

³ EqIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal(s) on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive personal/employee data – EqIAs are public documents. They are published with Cabinet and Panel papers and public consultations and are available on request.

⁴ **Who completes the EqIA:** The person who is making the decision or advising the decision-maker about a policy. It is better to do this as a team, with people involved who understand the implementation of the policy.

⁵ **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

⁶ **Focus of EqIA:** A member of the public should have a good understanding of the policy or service and any proposals after reading this section. Please use plain English and write any acronyms in full first time. Also explain if there is a particular focus to your equality analysis:

- What are the main aims or purpose of the policy, practice, service or function? How does it fit with other services?
- What outcomes do you want to achieve, why and for whom? e.g. what do you want to provide, what will change/improve?
- Which aspects are most important to equality and should be the focus of your attention?
- You should state all teams/organisations involved in implementing, carrying out or delivering the policy, practice or service
- What are the **reason(s)** for the proposal or change (financial, service, legal etc)? The Act requires us to make these clear.

⁷ **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data relevant to the impact on protected groups is available?
(is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

⁸ **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits, and/or the results of specific consultation/engagement
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must engage/consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read HCC's [Consultation](#) and [Engagement](#) toolkits for full advice on this
- For practical tips and advice on consulting with people from protected groups, see this ['How-to' guide](#)

⁹ **Impact:** Your EqIA must consider fully and properly **actual and potential impacts** against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
 - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by HCC in our [Equality Strategy](#)?

¹⁰ **Consider actions relating to the following:**

- That specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce / remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a "level playing field"?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

¹¹ **Action Planning:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further equality assessment and consultation are needed.