

Equality Impact Assessment

Context

1. under s.149 of the Equality Act 2010, when making decisions, Essex County Council must have regard to the Public Sector Equality Duty, ie have due regard to:
 - eliminating unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act,
 - advancing equality of opportunity between people who share a protected characteristic and those who do not,
 - fostering good relations between people who share a protected characteristic and those who do not, including tackling prejudice and promoting understanding.
2. The characteristics protected by the Equality Act are:
 - age
 - disability
 - gender reassignment
 - marriage/civil partnership
 - pregnancy/maternity
 - race
 - religion/belief
 - gender and sexual orientation.
3. In addition to the above protected characteristics you should consider the cross-cutting elements of the proposed policy, namely the social, economic and environmental impact (including rurality) as part of this assessment. These cross-cutting elements are not a characteristic protected by law but are regarded as good practice to include.
4. The Equality Impact Assessment (EqIA) document should be used as a tool to test and analyse the nature and impact of either what we do or are planning to do in the future. It can be used flexibly for reviewing existing arrangements but in particular should enable identification where further consultation, engagement and data is required.
5. Use the questions in this document to record your findings. This should include the nature and extent of the impact on those likely to be affected by the proposed policy.
6. Where this EqIA relates to a continuing project, it must be reviewed and updated at each stage of the decision.
7. The EqIA will be published at:
<http://cmis.essexcc.gov.uk/essexcmis5/BusinessManager.aspx>
8. All **Cabinet Member Actions, Chief Officer Actions, Key Decisions** and **Cabinet Reports must be** accompanied by an EqIA.
9. For further information, refer to the EqIA guidance for staff.
10. For advice, contact:
Shammi Jalota shammi.jalota@essex.gov.uk
Head of Equality and Diversity
Corporate Law & Assurance
Tel 0330 134592 or 07740 901114



Section 1: Identifying details

Your function, service area and team: School Organisation Team, Capital Investment & Delivery

If you are submitting this EqlA on behalf of another function, service area or team, specify the originating function, service area or team: N/A

Title of policy or decision: Expansion of Alec Hunter Academy, Braintree

Officer completing the EqlA: David Mason Tel: 03330 131189 Email: david.mason3@essex.gov.uk

Date of completing the assessment: 22/06/18

Section 2: Policy to be analysed

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| 2.1 | Is this a new policy (or decision) or a change to an existing policy, practice or project? New project |
| 2.2 | <p>Describe the main aims, objectives and purpose of the policy (or decision):</p> <p>This proposal is driven by the County Council's Organisational Strategy to deliver the best possible educational outcomes for children attending schools within its administrative border, in this particular case those at Alec Hunter Academy, Braintree District.</p> <p>What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)?</p> <p>In common with most other Districts in Essex, Braintree has experienced pressure on school places in the last few years, as a result of rising birth rate and inward migration. The latest iteration of ECC's school place planning document - Meeting the demand for school places in Essex, 10-Year Plan, 2018-2028 - suggests that an additional 600 secondary school places will need to be delivered in Braintree over the planning period, in order to meet the expected demand.</p> <p>Essex County Council must meet its statutory duty to ensure that each child within its administrative border has a school place available to them. As part of a package of measures intended to meet forecast demand across Braintree District, the governing body of Alec Hunter Academy are agreeable to increasing its capacity from 1143 to 1200 places.</p> |
| 2.3 | <p>Does or will the policy or decision affect:</p> <ul style="list-style-type: none">• service users• employees• the wider community or groups of people, particularly where there are areas of known inequalities? |



	<p>School expansions have no adverse impact upon any group mentioned above (as they deliver only investment and additional resource to the schools concerned). However, not delivering these additional places for September 2018 poses a significant risk that children will be without school places in their local area, that longer journeys will need to be made between home and school in order to find alternative schools with space and that in an increased number of cases parental preference will not be satisfied.</p> <p>The building work necessary to deliver the proposed expansion will be managed by the Academy. The premises to be provided will meet the statutory requirements of the Education (School Premises) Regulations 1999, and the feasibility studies and final build programmes will ensure that this happens.</p> <p>As public buildings, before it can be used the additional teaching accommodation must provide full accessibility, in order to obtain Building Control sign-off. Essex County Council produces a set of employer's requirements adding further interpretation, which ensures that this is achieved from the early stages of design. Prior to planning permission application, Building Control approval is sought, to offer earlier compliance confirmation. Therefore, any works to the building will be fully compliant with the legislation. This builds in a future-proofing dimension to our buildings, ensuring they are accessible for disabled users</p> <p>Will the policy or decision influence how organisations operate?</p> <p>No.</p>
2.4	<p>Will the policy or decision involve substantial changes in resources?</p> <p>No resources are reduced or withdrawn by this proposal.</p>
2.5	<p>Is this policy or decision associated with any of the Council's other policies and how, if applicable, does the proposed policy support corporate outcomes?</p> <p>Essex Organisation Strategy 2017-2021</p> <ul style="list-style-type: none"> • Offer children good economic prospects, by providing an outstanding education in Essex. • Give all children the best chance of an outstanding education.



Section 3: Evidence/data about the user population and consultation¹

As a minimum you must consider what is known about the population likely to be affected which will support your understanding of the impact of the policy, eg service uptake/usage, customer satisfaction surveys, staffing data, performance data, research information (national, regional and local data sources).

3.1	<p>What does the information tell you about those groups identified?</p> <p>The percentage of pupils at the academy in January 2017 who were identified as White British was 90.9%, compared with a figure of 91.9% across Braintree District as a whole in the same age range. The expansion will increase the number of pupils to be admitted each year and it will not change the arrangements for admission, beyond a higher number of children from the same community having the opportunity to access education at Alec Hunter Academy.</p> <p>There is no reason to suggest that the proposed expansion will impact directly upon the above percentage.</p>
3.2	<p>Have you consulted or involved those groups that are likely to be affected by the policy or decision you want to implement? If so, what were their views and how have their views influenced your decision?</p> <p>The proposed expansion is not sufficiently large to trigger the need for a public consultation.</p>
3.3	<p>If you have not consulted or engaged with communities that are likely to be affected by the policy or decision, give details about when you intend to carry out consultation or provide reasons for why you feel this is not necessary:</p> <p>As explained, there is no statutory duty to conduct a consultation in respect of this proposal and, as no resource is being withdrawn from the local community, it is not unreasonable for ECC to opt not to conduct one in the particular case of Alec Hunter Academy.</p>

¹ Data sources within EEC. Refer to Essex Insight:
<http://www.essexinsight.org.uk/mainmenu.aspx?cookieCheck=true>
with links to JSNA and 2011 Census.



Section 4: Impact of policy or decision

Use this section to assess any potential impact on equality groups based on what you now know.

Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Age	Positive, for children aged between 11 and 16 years-old.	L
Disability	Neutral	L
Gender	Neutral	L
Gender reassignment	Neutral	L
Marriage/civil partnership	Neutral	L
Pregnancy/maternity	Neutral	L
Race	Positive, for children aged between 11 and 16 years-old.	L
Religion/belief	Neutral	L
Sexual orientation	Neutral	L
Cross-cutting themes		
Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Socio-economic	Neutral	L
Environmental, eg housing, transport links/rural isolation	Neutral	L



Section 5: Conclusion

		Tick Yes/No as appropriate	
5.1	Does the EqlA in Section 4 indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?	No <input checked="" type="checkbox"/>	
		Yes <input type="checkbox"/>	If ' YES ', use the action plan at Section 6 to describe the adverse impacts and what mitigating actions you could put in place.



Section 6: Action plan to address and monitor adverse impacts

What are the potential adverse impacts?	What are the mitigating actions?	Date they will be achieved.



Section 7: Sign off

**I confirm that this initial analysis has been completed appropriately.
(A typed signature is sufficient.)**

Signature of Head of Service: Paul Crick

Date:

Signature of person completing the EqlA: David Mason

Date:

Advice

Keep your director informed of all equality & diversity issues. We recommend that you forward a copy of every EqlA you undertake to the director responsible for the service area. Retain a copy of this EqlA for your records. If this EqlA relates to a continuing project, ensure this document is kept under review and updated, eg after a consultation has been undertaken.

