

# 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](mailto: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: Infrastructure and Environment, Capital Delivery, School Organisation Team

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: Proposed physical expansion of Broomfield Primary School (Chelmsford) to 420 places with effect from September 2020, but operating with an increased PAN of 60 from September 2019

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Date of completing the assessment: 30/04/18

## Section 2: Policy to be analysed

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 Organisation Strategy to deliver the best possible educational outcomes for children attending schools within its administrative border, in this particular case those at Broomfield Primary School in Chelmsford.</p> <p>What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)?</p> <p>Chelmsford has experienced a significant rise in the demand for primary school places in recent years as a result of rising births and families with young children moving into the area (inward migration).</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 coming forward to meet the forecast demand in Chelmsford, the governing body of Broomfield Primary School agreed to a consultation with the community about the expansion of the school to accommodate an additional 15 pupils per year, increasing its overall capacity to 420 pupils.</p>
2.3	<p>Does or will the policy or decision affect:</p> <ul style="list-style-type: none"><li>• service users</li><li>• employees</li><li>• the wider community or groups of people, particularly where there are areas of known inequalities?</li></ul> <p>Being an expansion there will be no adverse impact upon any of those groups</p>



	<p>mentioned above. However, should additional places not be delivered there is 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 spaces and that in an increased number of cases parental preference will not be satisfied.</p> <p>The building works will be procured by the County Council using framework agreements which it is entitled to use. Contractors experienced in working on projects of this type will be used.</p> <p>The premises to be provided will need to meet the statutory requirements of the Education (School Premises) Regulations 1999 and the feasibility studies and the final programme will ensure that this happens.</p> <p>As public buildings, schools are required to provide full accessibility in order to obtain Building Control sign-off. Essex County Council produces a set of employer's requirements which add further interpretation to ensure this is achieved from the early stages of design. Prior to planning permission application Building Control approval is sought to offer earlier compliance confirmation. Any works to expand 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 the expansion of a school. Rather, there is appropriate capital investment to accommodate additional pupils and, school funding being largely pupil-led, these pupils generate additional resources for the school.</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"> <li>• Offer children good economic prospects, by providing an outstanding education in Essex.</li> <li>• Give all children the best chance of an outstanding education.</li> </ul>



## Section 3: Evidence/data about the user population and consultation<sup>1</sup>

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 Broomfield Primary School in January 2017 who were identified as White British was 88.9%, compared with a figure of 82% across the district of Chelmsford as a whole in the same age range. The expansion will increase the number of pupils to be admitted each year. It will not change the arrangements for admission to Reception year (beyond making more places available and thereby better satisfying parental preference, as previously stated). A higher number of children from the same community will therefore have the opportunity to access education at Broomfield Primary School. There is no reason to suggest that the proposed expansion of the school will affect the population mix directly.</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>A public consultation was undertaken between 6 March 2018 and 13 April 2018. A large number of individuals and groups were consulted, which included all local members on Essex County Council, Chelmsford City Council, each school in the same planning group as Broomfield Primary, Trade Unions, as well as parents/carers, staff and pupils at the school concerned. Drop in sessions – the times and dates for which being advertised in a number of ways, including the local press - were held at the school. Significant engagement with all interested parties was encouraged.</p> <p>The level of public engagement with the consultation was disappointing, although each of its three respondents supported what was proposed. Statutory Notices were published in relation to the proposed expansion, between 7 June 2018 and 5 July 2018. Two responses were received during this period, both of which were broadly supportive.</p> <p>Further consultation will be held with the community as part of the planning process, regarding the detailed design of the proposed building works, parking and traffic issues. The school will be engaged as a key stakeholder as part of the design process.</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>N/A</p>

<sup>1</sup> 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.

<b>Description of impact</b>	<b>Nature of impact</b> Positive, neutral, adverse (explain why)	<b>Extent of impact</b> Low, medium, high (use L, M or H)
Age	Positive, for children aged between 4 and 11 years-old.	M
Disability	Neutral	L
Gender	Neutral	L
Gender reassignment	Neutral	L
Marriage/civil partnership	Neutral	L
Pregnancy/maternity	Neutral	L
Race	Neutral	L
Religion/belief	Neutral	L
Sexual orientation	Neutral	L
<b>Cross-cutting themes</b>		
<b>Description of impact</b>	<b>Nature of impact</b> Positive, neutral, adverse (explain why)	<b>Extent of impact</b> Low, medium, high (use L, M or H)
Socio-economic	Neutral	L
Environmental, eg housing, transport links/rural isolation	<b>Neutral</b>	<b>L</b>



## 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 ' <b>YES</b> ', use the action plan at <b>Section 6</b> 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: Joseph Chell

Date: 30/04/18

Signature of person completing the EqlA: David Mason

Date: 30/04/18

## **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.

