

**Initial Equality Impact Assessment
Corporate Assessment Template**

Policy/Strategy/Project/Procedure/Service/Function Title:
A new build premises for Eastern High school.
New/Existing/Updating/Amending:
New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Graham Dalton	Job Title: Schools Organisation Planning Manager
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: November 2013	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

A new build state of the art, 11-16 school constructed to replace the existing facilities for Eastern High currently located on the site formerly known as the Rumney High School site, with post-16 provision delivered by Cardiff and Vale College and potentially other providers such as St.David's College.
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2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Providing new build premises for Eastern High is an important strand of the wider Education Improvement Partnership (EIP) which focuses on improving quality in leadership, teaching and learning as well as the quality of the learning environment.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	+ve impact		
18 - 65 years	+ve impact		
Over 65 years	+ve impact		

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Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Age 11 – 16

- Creation of a viable school able to deliver a full curriculum
- A state of the art new build fit for the 21st Century and designed with the diverse needs of the modern day curriculum in mind
- A pupil learning experience that benefits from access to the latest technology and modern facilities
- Facilities that enable the effective delivery of the Education Improvement Partnership (EIP)
- Minimised disruption to ongoing school activities during construction

Age 16+

- 21st Century learning environment and facilities
- On site post-16 provision
- Improved life chances for young people by providing “*An appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners*” (pg.13, Section 1.9, School Organisation Code July 2013)
- Increased participation in learning by pupils beyond compulsory school age

All ages (where relevant)

- 21st Century learning environment and facilities
- An exciting and attractive career proposition for high quality school leaders and teachers
- Life-long learning opportunities
- An inclusive school that is able to support the particular needs of pupils and their families

Redeployment

There may still be a perception that redeployment opportunities could be affected by age.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	+ve		
Physical Impairment	+ve		
Visual Impairment	+ve		
Learning Disability	+ve		
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

An equality impact assessment would be carried out at the design stage on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletin guidelines.

The design stage would give consideration to future proofing the building in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required. A higher specification accessible toilet as has been installed recently in Llanishen High School and the required space to provide a Changing Spaces toilet if the need arises, will be factored into the initial designs for the new build school.

The new school will be designed to meet the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.
- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities – e.g. quiet spaces

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3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Accessibility/privacy of changing and toilet facilities

If the proposal proceeds, the privacy of changing and toilet facilities would be considered at the design stage. The assessment would refer to policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

N/A

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3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		X	
Maternity			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

An equality impact assessment would be carried out at the design stage on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		X	
Mixed / Multiple Ethnic Groups		X	
Asian / Asian British		X	
Black / African / Caribbean / Black British		X	
Other Ethnic Groups		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

A new build school would not have a differential impact upon one particular ethnic group as the provision would be available to all.

The following support offered would not be adversely affected when the Eastern High school transfers to the new build premises:

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Gypsy Traveller Community

Support from the Traveller Education Service (TES) is provided based on the individual needs of the pupil, resources available to the school and to the TES. Currently, the TES provides 3 days support from 2 TES teachers and has trained and placed one volunteer at Rumney High School. This level of support would continue and 0.4 is the indicative allocation for the replacement school. This has been generated via the Needs Assessment Survey.

EU ROMA

Currently there is additional support for EU ROMA of 2 days of Bilingual Teaching Assistant support which is assessed and allocated at least termly.

Black Caribbean Project

The Black Caribbean Project works in Eastern High (formerly known as Rumney High School) for one day a week with one member of staff. This is a flexible arrangement depending on need.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		X	
Christian		X	
Hindu		X	
Humanist		X	
Jewish		X	
Muslim		X	
Sikh		X	
Other		X	
Please give details/consequences of the differential impact, and provide supporting evidence, if any.			
What action(s) can you take to address the differential impact?			
If no differential impact, explain the reason(s) for this assessment:			
The vast majority of pupils attending Eastern High School (formerly known as Rumney High School) identify themselves as either being Christian or of no faith. The senior management in a school are best placed to manage needs and any significant change in diversity in terms of belief.			

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3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The school would continue to admit pupils of both sexes.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		X	
Gay Men		X	
Gay Women/Lesbians		X	
Heterosexual/Straight		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Fears that recruitment opportunities could be affected by sexual orientation.

Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.

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The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Language?

	Yes	No	N/A
Welsh Language		x	
Other languages		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered for the design of the new build premises including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment on new build design.

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5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	None identified
Disability	An equality impact assessment would be carried out at the design stage on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletin guidelines.
Gender Reassignment	None identified
Marriage & Civil Partnership	None identified
Pregnancy & Maternity	None identified
Race	None identified
Religion/Belief	None identified
Sex	None identified
Sexual Orientation	None identified
Language	If the proposal proceeds, signage and other wayfinding techniques would be considered at the design stage.
Generic Over-Archng [applicable to all the above groups]	If the proposal proceeds, the Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment on the new build design.

6. Further Action

Two sites for the new build premises have been selected as suitable options on which to consult:

- Cardiff and Vale College site located at Trowbridge Road, Rumney
- The site of the former Llanrumney High School located at Ball Road, Llanrumney

A further Equality Impact Assessment will be undertaken on the recommendation that is to be made to Cabinet when this has been formulated following consultation.

Following this, a further equality impact assessment will be undertaken at the design stage on the accessibility of the new build accommodation.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

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Completed By: Clive Bailey	Date: November 2013
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	