

APPENDIX 2

Equality Impact Assessment	
<p>Carrying out an Equality Impact Assessment (EIA) will help the County Council to meet its Public Sector Equality Duties (Equality Act 2010). The duties which need to be considered when making decisions are to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act • Advance equality of opportunity between people who share a protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not <p>Failure to assess the equality impact may increase the risk of making an unfair decision which could potentially be discriminatory. It also prevents us from identifying opportunities to promote equality and therefore leaves the County Council open to potential legal challenge.</p> <p>Using this EIA template will help to ensure that a decision is made in a fair way, based on evidence. It provides a clear and structured method to assess the potential impact on protected groups.</p>	
Title of policy or proposal	New build project for Astley High School and Whytrig Middle School.
Briefly describe the aims of the policy change, decision or proposal, the likely outcomes and the rationale for it	To assess the impact of a new school build project, providing new school buildings for Astley High School and Whytrig Middle School – including new swimming pool/sports facilities and improved traffic management systems and footpaths.
<p>Consider the potential impact on any member of staff or member of the public with the following protected characteristics:</p> <p>Age, Disability, Gender identity/Gender reassignment, Race, Religion or belief, Sex, Sexual orientation, Women who are pregnant or have recently had a baby.</p> <p>Also, for issues affecting staff, consider employees who are married or in a civil partnership.</p>	

<p>What information is already held or have you obtained through consultation or engagement activity? (For each protected characteristic: What do you know about our employees, service users or anyone else who potentially could be affected by the proposal? Who has been consulted? If you have gaps in your evidence or data you may need to carry out targeted engagement activity and/or consider information from local or national research.)</p>	<p>A formal consultation process with the local and wider community was carried out. Meetings with school staff, governors, students and associated partners were held and views, opinions and suggestions gathered. This consultation furnished the design team with suggestions for development and improvements. Further meetings with council leaders and LA services were held to inform and guide the design process.</p> <p>We consider the effects of the project on all protected groups.</p>
<p>After considering the information, which protected groups may potentially be affected? (Delete those not likely to be affected)</p>	<p>Age Disability Gender identity/Gender reassignment Race Religion or belief Sex Sexual orientation Women who are pregnant or recently had a baby People who are married or in a civil partnership</p>

Using the information you have, give details of any potential positive and negative impacts on protected groups likely to be affected by the policy change, decision or proposal

(For each protected characteristic where there could be a potential impact, consider the following:

Could people from any protected groups be positively or negatively affected? Could anyone's

During construction phase:

The new schools are being built at a separate site which removes school staff and students from the proximity of the construction team. Public access to the construction site will be restricted as required by law.

Our main contractors BAM run an inclusion programme to support their staff to manage learning around diversity and inclusion. They also host inclusion networks (Ability, Proud, Gender Action) to share experience and support amongst their staff.

The project team comply with :
The Equality Act 2010

BS 8300-2:2018 Design of an accessible and inclusive built environment. Buildings - code of practice

UK Government Statutory guidance - Access to and use of buildings: Approved Document M - Building regulation in England to ensure that people are able to access and use buildings and their facilities.

In operation:

New school buildings are built to comply with equality law (The Equality Act 20210) and UK government guidelines (Building Bulletin 103/104). This legislature ensures that the fundamentals of accessibility are followed and any new school buildings cater for the needs of protected groups.

Should the new school build proceed as recommended the existing (and new student applications) would have the opportunity to attend a new school within or close to their home communities. They would then remain on the role of the school as per the admissions policy of the school.

Parents are also able to exercise their parental preference for another school subject to places being available in the selected alternative schools.

Existing HR policies covering organisational change would apply to staff employed at the Schools. These are designed to ensure that the equalities duties of the Council and the schools are fully met.

There is no reason to believe that any protected groups will be negatively affected by the building of these new schools.

Improvements to building design will have a positive affect for staff and students with a disability – who

	<p>currently use the existing buildings. This includes, but not exclusively: wider doorways to lifts, rooms and corridors allowing freer access for wheelchair users; greater number of accessible lifts; greater number of accessible toilets; better paths and walkways for accessibility to school grounds; improved accessibility to swimming pool.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ability to take part in public life be affected? Could this policy change, decision or proposal affect public attitudes towards any protected group? Could any groups become more or less likely to be at risk of harassment or victimisation as a result of this policy change, decision or proposal? Are there opportunities to create positive impacts?) <i>(remember that the law permits disabled people to be treated equally or better than other groups this is to enable reasonable adjustments to be made).</i></p>	
<p>Give details of any Human Rights implications and actions that may be needed to safeguard Human Rights.</p>	<p>N/A</p>
<p>Give details of any actions that can be taken to promote equality or to lessen any potential adverse impact on protected groups.</p>	<p>During the design stage of this project the school and the wider design team liaised with staff and student representatives to consider the impact of design proposals. There is no evidence to suggest that there are any risks of disproportionately disadvantaging any pupils or members of staff in the new school.</p> <p>A transition plan will be put in place for children with an EHCP to help with the move to a new environment.</p>
<p>What plans are there to monitor and review the actual impact of the policy change, decision or proposal on equality of opportunity?</p>	<p>A review should take place prior to the decant from the existing school to the new build. Ongoing monitoring will take place during the construction phase of the project.</p>
<p>When will follow up review be done?</p>	<p>If approved the project will be nearing the decant process in Spring 2025. A review will take place then</p>
<p>Based on a consideration of all the potential impacts, mark one of the following as an overall summary of the outcome of this assessment:</p>	

	The equality analysis has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.
Explain how the judgement above was reached and summarise steps which will be taken to reduce any negative or to enhance any positive impacts on equality	N/A
Name(s) and job title(s) of person (people involved in) carrying out this assessment	Lyle Nicholson- Senior Capital Project Manager
Authorising director or head of service	Sue Aviston
Date authorised	
The completed equality impact assessment must be attached to the report that will be considered by the decision maker or decision makers to enable them to give due regard to the impact of the policy, decision or proposal on protected groups	
Please send a copy to keith.thompson@northumberland.gov.uk and irene.fisher@northumberland.gov.uk	

