

Southend on Sea Borough Council - Equality Analysis

What is an Equality Analysis (EA)?

- An EA provides an assessment of the impact of decisions relating to a policy, service function or restructure on particular customers, residents and staff.

Why do I need to do an EA?

- It helps to improve the quality of decision making by enabling equality considerations to be taken into account.
- It shows that 'due regard' is being given to the Public Sector Equality duty in decision making – a requirement of the Equality Act 2010.
- It reduces the potential of decisions being challenged, leading to delayed implementation and risk of costly processes like Judicial Review.

When should I complete my EA?

- Your EA should be started before or at the first stages of a review of a policy, service function or a restructure.
- It is not a one-off exercise, but a rolling document along with the process of change.

Who should complete an EA?

- An EA should never be completed by one person
- It is advised that you do it as part of a team including a range of people from officers, managers, staff forum members or stakeholders.

What makes an effective EA?

- Reliable and accurate data and evidence
- A diverse team to enable all angles of impact are discussed
- Awareness or multiple disadvantage

Where can I go for support?

- More detailed information and guidance can be found here... on the intranet
- Tim MacGregor in Policy, Engagement and Communications can be contacted on ext. 4025 or at timmacgregor@southend.gov.uk for any issues.

1. Background Information

- 1.1 Name of Process:** Expansion of Southend Secondary Schools
- 1.2 Department:** The Department of People
- 1.3 Service Area:** Access and Inclusion
- 1.4 Date Equality Analysis undertaken:** 1st August 2017 on going
- 1.5 Names and roles of staff carrying out the Equality Analysis:**

| Name | Role | Service Area |
|-----------------|--------------------------------------|----------------------|
| Catherine Braun | Group Manager – Access and Inclusion | Access and Inclusion |
| June Edwards | School Development Manager | School Development |
| Chrissy Papas | Pupil Access Manager | Pupil Access |

1.6 What are the aims or purpose of the policy, service function or restructure that is subject to the EA?

Expand Southend Secondary Schools to meet upcoming demand

- Following a large expansion of Primary School places there is a need to expand the Secondary Schools to match this expansion as the larger pupil cohort’s start to move from KS2 to KS3.
- The first larger cohort enters KS3 from September 2018.

1.7 What are the main activities relating to the policy, service function or restructure?

- Current non-selective Secondary Schools that are rated Good or Outstanding by Ofsted have been asked to expand.
 - Shoeburyness – school has agreed to expand by 1fe permanently and a 1fe one year bulge from September 18, a building project is currently at tender stage.
 - St Thomas Moore – school has agreed to expand by 1fe from September 2018, project is in feasibility stage.
 - St Bernard’s – school is willing to expand and the local authority is negotiating admission arrangements and whether they will meet local need.

- Eastwood – school have consulted on expansion and the local authority have asked for feasibility study with costs. No confirmation of date of expansion or numbers of increased PAN have been agreed.
 - Belfairs – school are not in favour of expanding but as they are not currently meeting catchment demand are undertaking a feasibility study for up to 2 FE.
 - Cecil Jones – the academy has agreed to increase its numbers by 20 pupils from September 2019 following an agreement of Basic Need funding to support additional capital works.
 - Chase – discussions around expansion have taken place but the school does not expect to be given Good status till 2019. Negotiations will be revisited at that time.
 - Southchurch - discussions around expansion have taken place but the school is currently underachieving. Negotiations will be revisited at that time.
- An Academy Trust has agreed to take a Free School application forward if a suitable site can be found. Work on this is being progressed by the Assets Team.

2. Evidence Base

2.1 Please list sources of information, data, and results of consultation exercises that could or will inform the EA.

| Source of information | Reason for using (eg. likely impact on a particular group). |
|---|---|
| Shoeburyness High School Expansion Consultation | This consultation was run by the school as part of their expansion. It will inform both the School and the LA of local opinion. |
| Other School Consultations as they are run | All school expansions require a stakeholder consultation. As academies the schools will run them and the responses shared with the Local Authority. |
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Pease Note: reports/data/evidence can be added as appendices to the EA.

2.2 Note: Useful sources of data/information include:

- [Southend Insights](#): Providing key information, data and intelligence about Southend residents. It also acts as Southend's Joint Strategic Needs Assessment (JSNA).

- Results of consultation and engagement activities such as surveys that will help you understand the needs or experiences of different groups. This could be done by:
 - Analysing the demographic (equality monitoring) data
 - Consultation activities with specific groups such as staff forums (OUTreach, BAME and Disability Forms).
 - Refer to the [Consultation Portal](#) for details of public and staff consultations carried out by the Council.
- Customer feedback surveys:
- [Mosaic](#): Providing a wide range of household and individual geographic and demographic data from a range of governmental and commercial sources;
- [Govmetric](#): measurement of customer satisfaction:
- [Equality & Human Rights Commission](#)
- [Disability Rights](#)
- [Stonewall](#)

2.3 Identify any gaps in the information and understanding of the impact of your policy, service function or restructure. Indicate in your action plan (para 5) whether you have identified ways of filling these gaps.

Community impact of a new secondary school can be both negative and positive. All areas are to be monitored as plans progress. It should be noted however that locations for a new secondary school are very limited. This means that even if the impact is expected to be high, to provide the new places needed this will have to be accepted and mitigated as much as possible.

3.0 Analysis

3.1 An analysis and interpretation of the impact of the policy, service function or restructure should be undertaken, with the impact for each of the groups with '*protected characteristics*' and the source of that evidence also set out against those findings.

3.2 'Protected Groups (also known as groups with 'Protected Characteristics'):

The [Equality Act 2010](#) introduced the term '**protected characteristics**' to refer to groups that are protected under the Act. These groups are: age, disability, gender reassignment, marriage and civil partnerships, maternity/pregnancy, race, religion and belief, sex, sexual orientation.

3.3 In addition, the Council has identified the need to assess the impact of a policy, service function or restructure on carers, looked after children (as part of the age characteristic) as well as the socioeconomic impact of different groups, such as employment classifications.

Note: Summary socio economic classifications include:

- [Occupational socio-economic classification \(simple\)](#)
- [ONS socio economic classifications \(more detailed\)](#)

3.4 Initial assessment of a perceived impact of the policy, service function or restructure. The impact can be positive or negative (or in some circumstances both), none or unclear:

| | Impact - Please tick | | | | |
|--|----------------------|----------|---------|----|---------|
| | Yes | | | No | Unclear |
| | Positive | Negative | Neutral | | |
| Age (including looked after children) | X | | | | |
| Disability | X | | | | |
| Gender Reassignment | | | | X | |
| Marriage and Civil Partnerships | | | | X | |
| Maternity/Pregnancy | | | | X | |
| Race | | | | X | |
| Religion and Belief | | | | X | |
| Sex | | | | X | |
| Sexual Orientation | | | | X | |
| Carers | X | | | | |
| Socio-economic | | | | X | |

3.5 Where an impact has been identified above, outline what the impact of the policy, service function or restructure on members of the groups with protected characteristics below:

Age (including looked after children)

The purpose and practice of this process is to improve the chances that school age children are offered a place within their catchment area. Looked after Children are not affected by any changes to catchment as these children are the top priority criteria for primary and secondary schools admissions as required by the statutory code

Disability

By increasing capacity at local schools the need to travel will be reduced along with the risk of having different siblings at different schools.

Carers

By increasing capacity at local schools the need to travel will be reduced along with the risk of having different siblings at different schools.

4. Community Impact

4.1 You may also need to undertake an analysis of the potential direct or indirect impact on the wider community when introducing a new/revised policy, service function or restructure.

The overall expected community impact of this process will be to improve the chances of parents obtaining a school place for their child in the catchment area where they live.

A new secondary school, in a location yet to be identified, could lead to impacts on the community in areas of traffic, new roads, noise to nearby residents who were resident there before the school opened and higher numbers of all age groups moving around the area.

This could be both negative and positive impacts and these will have to be looked at in greater detail once the location is agreed to match these issues to the community being impacted.

The current agreed expansion at Shoeburyness High School will allow local pupils to attend their local school, thus reducing the need to travel out of their area.

This effect will also be seen at the other non-selective schools who have agreed to expand.

The places being planned at local faith schools will attract Southend residents but as this will be from across the borough increased numbers traveling could be seen.

4.2 You can use the [Community Cohesion Impact Assessment](#) as a guide, outlining a summary of your findings below:

5. Equality Analysis Action Plan

5.1 What actions have you considered/taken to mitigate unlawful prohibited conduct or unwanted adverse impact, or to promote improved equality of opportunity or good relations?

Considerations

- Ensure that the schools expanding are in the areas of demand.
- Ensure that the places required are supplied by the time they are needed.
- Ensure that all the issues a new school could cause are flagged and mitigated where possible.

5.2 Set out what action will be taken to ensure
 - A full analysis of the impact of the policy, service function or restructure is undertaken and/or
 - What action will be taken to mitigate/address identified negative impacts

Action to be taken to mitigate negative impacts

| Planned action | Objective | Who | When | How will this be monitored (eg via team/service plan) |
|--|--|------------|-------------|--|
| Ensure expansions are where needed | Make supply equal demand as close as possible | All | Ongoing | Regular meetings and monitoring |
| Ensure places are available on time | Make sure all timelines are accurate. | All | Ongoing | Regular meetings and monitoring |
| Ensure community issues that arise are dealt with sympathetically | Reduce community impact of a new school to a minimum | All | Ongoing | Regular meetings and monitoring |

5.3 How will the action plan be monitored?

Through regular review meetings

Signed: Catherine Braun, Group Manager

Head of Service: