

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL *	Establishment of a Rhymney 3-18 School by extending the age range of Rhymney Comprehensive from 11-18 to 3-18 and discontinuing Abertysswg/Pontlottyn Primary School.
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	21 st Century Schools
CONTACT OFFICER	Bleddyn Hopkins Assistant Director (21 st Century Schools)
DATE FOR NEXT REVIEW OR REVISION	Following consultation period and consideration by Cabinet on 15 March 2017

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

A greener place
Man gwyrddach

Mae'r ddogfen hon ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.
This document is available in Welsh, and in other languages and formats on request.



INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The form should be used if you have identified a need for a full EIA following the screening process covered in the [Equalities Implications in Committee Reports](#) guidance document (available on the [Equalities and Welsh Language Portal](#) on the Council's intranet).

The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

This approach strengthens work to promote Equalities by helping to identify and address any potential discriminatory effects before introducing something new or changing working practices, and reduces the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Equalities and Welsh Language Portal](#) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The Council is committed to developing and establishing innovative approaches to teaching and learning. This includes securing better outcomes through increased continuity in pupil learning and a joined-up strategy to learning, pastoral care and support.</p> <p>It is considered these objectives can best be achieved by establishing a Rhymney 3-18 school on the site of Rhymney Comprehensive to incorporate Abertysswg/Pontllytyn Primary.</p>
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <ul style="list-style-type: none">• Parents, prospective parents, guardians and carers of all pupils of Rhymney Comprehensive and Abertysswg and Pontllytyn Primary schools• Headteacher, staff and governors of Rhymney Comprehensive and Abertysswg and Pontllytyn Primary schools• Pupils/Pupil Councils of Rhymney Comprehensive and Abertysswg and Pontllytyn Primary schools• Headteachers of all other Rhymney Comprehensive feeder Primary schools• Local CCBC Members• CCBC Youth Forum• Communities First Local Partnership• Families First Board• Teaching Associations• Support Staff Associations• Regular community users of Rhymney Comprehensive and Abertysswg and Pontllytyn Primary schools• Local Independent Nursery Providers <p>A series of drop in sessions and formal meetings will take place in January 2017. Details are included in the consultation document.</p>

IMPACT ON THE PUBLIC AND STAFF

<p>3</p>	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Potentially pupils of the new Abertysswg/Pontlottyn Primary school would be advantaged (relative to pupils of other Rhymney Comprehensive feeder Primary schools) in relation to admission arrangements.</p> <p>This would be mitigated given the substantial number of surplus places at Rhymney Comprehensive. It is projected that all in catchment pupils can be accommodated at Rhymney Comprehensive for the foreseeable future.</p> <p>Pupils of Abertysswg/Pontlottyn Primary will gain more regular access to the facilities at Rhymney Comprehensive. As the proposal develops, it is anticipated that years 5 and 6 pupils of other feeder Primary schools will gain more access to these facilities and with increased transition arrangements.</p> <p>There is no guarantee of a place at the school site for children living in the designated area. The Council's admission arrangements are outlined in detail in the 'Starting School' booklet which is distributed to relevant parents in each academic year. This booklet details the timetable for admissions, together with oversubscription criteria which will be applied.</p> <p>The 'Starting School' booklet has been equality impact assessed.</p>
	<p>Actions required:</p> <p>Review future arrangements in view of outcome of formal consultation process.</p>
<p>4</p>	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>As 3 above.</p>
	<p>Actions required:</p> <p>As 3 above.</p>

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>No specific changes proposed.</p>
	<p>Actions required:</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>Yes. These have been identified and included as consultees to this proposal.</p>
	<p>Actions required:</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Detailed consultations and statutory processes were undertaken before establishing the Abertysswg/Pontlottyn Primary school.</p>
	<p>Actions required:</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>Stakeholder views are being sought and will be reported to Council Members. Should a Statutory Notice be published then there will be a 28 day period for persons to register any official objections to the proposal.</p>
	<p>Actions required:</p> <p>Develop objection report in accordance with Code, if relevant.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Cabinet decisions will take into accounts the views expressed during the initial 6 week consultation period plus any subsequent Statutory Notice period. An objection report will also be considered, if relevant.</p>
	<p>Actions required:</p>

<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>None as yet.</p>
	<p>Actions required:</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>Admission arrangements – sufficient pupil places are projected for all in catchment pupils Transition arrangements – proposed to be strengthened for all pupils of Rhymney Comprehensive feeder Primary schools.</p>
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12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>Details will be published on the Council's website.</p>
	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Bleddyn Hopkins
Date:	24 November 2016
Position:	Assistant Director (21 st Century Schools)
Name of Head of Service:	N/A