

*If you include anything on this form that requires protective marking, please annotate accordingly. Sensitive information will have to be removed prior to publication on the SCC website.*

The characteristics protected by the Equality Act are:

<b>Disability</b>	<b>Age</b>	<b>Sex (gender)</b>
<b>Gender reassignment</b>	<b>Marriage/civil partnership</b>	<b>Pregnancy/maternity</b>
<b>Race</b>	<b>Sexual orientation</b>	<b>Religion/belief</b>

**By law we must have due regard to the need to:**

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act**
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

In effect, this means that we need to ensure that our policies and services are fair, equitable and proportionate and where possible mitigate against any adverse impacts on people from the different protected characteristics.

In addition to the above protected characteristics you should consider the impact of living in a **rural area** as part of this assessment. Where people live is not a characteristic protected by law, but for an organisation such as Suffolk County Council it is good practice to consider carefully how location may affect people’s experience of a policy or service.

The Rural-Urban definition (DEFRA) introduced in 2004, defines the rurality of very small census based geographies. Census Output Areas forming settlements with populations of over 10,000 (which are urban), while the remainder are defined as one of three rural types: *town and fringe, village or hamlet and dispersed.*

<b>Details</b>	
Policy or service/function under consideration	Children and Young People’s Service Schools Infrastructure New primary and secondary schools (Basic Need)
Is this new or a revision?	New
Officer responsible for the policy or service/function	Joy Stodart
Officers carrying out the screening ( <i>at least one must have done EIA training and recommended that an officer responsible for the policy or service/function is involved in the screening</i> )	Joy Stodart Pete Mumford Frank Stockley
Is this the first time this policy or function has been screened? ( <i>If not, indicate which iteration this is – 2, 3, etc.</i> )	No
Date of completing this EIA screening	24 November 2015

<b>Description</b>	
What exactly is proposed? ( <i>Describe the</i>	To establish new primary and secondary

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<p><i>service/policy and the changes that are being planned)</i></p>	<p>schools across the county between now and 2031</p>
<p><i>Why? (Give reasons why these changes are being introduced)</i></p>	<p>The growth of housing development, an increase in inward migration and changes in the age of the population in parts of Suffolk is giving rise to a need for additional primary and secondary schools places. Whilst some places can be provided by expanding existing schools, in many cases new schools will be required to serve new or growing communities.</p> <p>SCC has a statutory duty to provide a school place for every child. There will be insufficient places without the new schools.</p>
<p><i>How would it be implemented? (Describe the decision making process, timescales, process for implementation)</i></p>	<p>The first schools will be new primaries built to provide places in Red Lodge, Lakenheath and Ipswich. Other schools will follow depending on the pace and location of housing development. The Education and Learning Infrastructure Plan gives details of forecast need.</p> <p>In general terms, we need 3 years from the date that SCC Cabinet agrees to establish the school/s to the date of opening. If direct funding via the Free Schools' programme is not available, the LA (SCC) will be responsible for providing the land and buildings. In most cases, new schools will be academies and therefore independent of LA control with sponsors selected via a competition (with a final decision by the Secretary of State SoS) or by direct appointment by the Regional Schools Commissioner acting on behalf of the SoS.</p>
<p><i>Who is expected to benefit? (Describe which people, communities, localities etc. will benefit from the changes)</i></p>	<p>Children living in existing, growing and/or new housing developments across Suffolk.</p>
<p><i>When is it due to start? (Planned start of new/revised policy/service)</i></p>	<p>September 2018</p>
<p>Any other relevant details</p>	<p>The specification for sponsors/providers of the new schools will require prospective providers to evidence how they will:</p> <ul style="list-style-type: none"> <li>• Deliver excellence in education</li> <li>• Support vulnerable learners and those with special educational needs</li> <li>• Work in partnership with other providers and local partners to develop services which meet the needs of local children, young people and families in a</li> </ul>

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	<p>coordinated way.</p> <ul style="list-style-type: none"> <li>• Have oversubscription criteria for admissions that is reasonable, clear objective, procedurally fair and which complies with all relevant legislation</li> <li>• Ensure the school plays a key role within its immediate community and the wider local economy</li> <li>• Engage parents/carers in supporting and encouraging their children's learning</li> <li>• Work in partnership with the county council and other educational providers to contribute towards meeting a collective responsibility to secure the best for all Suffolk's learners, including participating in school-to-school support, and cooperating with Fair Access protocols</li> <li>• Develop strategic alliances, partnerships and networks to better meet the needs of young people</li> <li>• Support the strategic responsibilities of the county council to ensure sufficiency of high quality school places and improved educational outcomes through agreed sharing of data and information.</li> </ul>
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<b>Data about the user population</b>	
<p>What statistics have you examined about the population, or sections of the population, likely to be affected by this policy? <i>(Include summary of headline data that has informed the shaping of your policy/service; plus links to reports, local or national data that you have used)</i></p>	<p>School aged children population forecasts (See School Specification Section 1)            Housing developments across the county– (see attached map)            Characteristics of existing schools (e.g. Faith, academy, maintained) – included in school specification Section 1)</p>
<p>What other relevant data or evidence have you considered? <i>(This qualitative data could include results of customer satisfaction surveys, consultations, complaints/praise, or evidence from other authorities)</i></p>	<p>Prospective providers will be expected to consult the local community before opening - either as part of a competition process or, if appointed directly by the SoS without a competition, as directed by the Academies Act.</p>
<p>As a minimum you must consider what is known about the composition of the Suffolk population in terms of the protected characteristics, how it is distributed geographically,</p>	

and who is likely to be most reliant on the service(s) in question. Guidance on sources of information is available on COLIN. If in doubt, seek advice from Business Development.

<b>Implications for communities and workforce</b>	
<b>Disability</b>	
What is the impact on people with a disability (including children with additional needs) and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools would have a positive impact on children and young people with disabilities including those with additional needs because, if appropriate, their needs will be met locally. The new school will ensure an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The school will also be accessible to staff, parents, visitors, the community.
How does it have a positive or negative impact?	The new school specification states that it should promote inclusive opportunities for the most vulnerable children and have a strong focus on equalities, early intervention, and supporting the needs of the local community.  The design of the new schools will be undertaken in accordance with Equalities legislation so that the building is entirely accessible – for pupils, staff, parents, visitors and other members of the community. The council will be responsible for providing the buildings and will manage the project taking into account advice from accessibility specialists. In addition to the LA specification, the School Admissions Code makes it illegal to discriminate against or disadvantage disabled children or those with special educational needs.
What could be done to mitigate any adverse impact or further promote positive impact?	NA
<b>Age</b>	
What is the impact on people of different ages and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will offer places to young children (pre-school and primary age 4-11). This means that these children will be able to attend a school in their local community. This will be the age range for the school established through determination of statutory

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	notices.
How does it have a positive or negative impact?	There will be a positive impact as primary age children will be able to go to school in their local area.
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Sex (gender)</b>	
What is the impact on people of different genders and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will be co-educational and available to pupils of either gender.
How does it have a positive or negative impact?	Male and female children will have equal opportunity to and attend the schools.
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Gender reassignment</b>	
What is the impact on people who have undergone gender reassignment (i.e. transgender people) and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will ensure an inclusive learning environment in which all pupils are supported and enabled to make appropriate progress.
How does it have a positive or negative impact?	There is expected to be a positive impact as the culture and ethos of the school will be inclusive. The new school specification will confirm this.
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Marriage/civil partnership</b>	
What is the impact on people who are married or in a civil partnership and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will not have any differential impact on those who are married or in a civil partnership.
How does it have a positive or negative impact?	
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Pregnancy/maternity</b>	
What is the impact on people who are pregnant women or those with a young child and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The schools will be designed to be accessible to staff, parents and visitors as well as to pupils. Pregnant women or those with a young child/young children will be able to access the buildings with ease.

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How does it have a positive or negative impact?	The design of the new schools would be undertaken in accordance with Equalities legislation so that the building is entirely accessible. The council will be responsible for providing the buildings and will manage the project taking into account advice from accessibility specialists.
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Race</b>	
What is the impact on people from different races or ethnic groups and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new school specification requires providers to show how they will ensure the schools play a key role within the immediate community and the wider local economy
How does it have a positive or negative impact?	Any new school will, by law, have to abide by “The Schools Admission Code which states that oversubscription criteria must ...comply will all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or ethnic group...”
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Sexual orientation</b>	
What is the impact on people according to their sexual orientation and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will ensure an inclusive learning environment in which all pupils, are supported and enabled to make appropriate progress
How does it have a positive or negative impact?	There is expected to be a positive impact based on the inclusive culture and ethos of the schools.
What could be done to mitigate any adverse impact or further promote positive impact?	
<b>Religion/belief</b>	
What is the impact on people according to their religion or belief and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	The new schools will ensure an inclusive learning environment in which all pupils, are supported and enabled to make appropriate progress
How does it have a positive or negative impact?	There is expected to be a positive impact.
What could be done to mitigate any adverse impact or further promote positive impact?	

<b>Rurality</b>	
Where people live is not a characteristic protected by law: but for an organisation such as Suffolk County Council it is good practice to consider carefully how location may affect people's experience of a policy or service.	
What is the impact on people according to whether they live in an urban or rural environment and what evidence do you have? <i>(If you do not believe there is any impact describe why not)</i>	There will be a positive impact as the new schools are responding to need in the local area.
How does it have a positive or negative impact?	The new schools will offer places to children living in the locality. Home to school travel will be minimized as children will be able to walk and cycle to school safely.
What could be done to mitigate any adverse impact or further promote positive impact?	

<b>Recommendation to Policy Clearing House</b>	
In your opinion, should a full Equality Impact Assessment be carried out for this policy or function?	No
Why?	The new schools will comply with all relevant legislation and codes of practice. The new school provider specification sets out the Council's expectations for a fully inclusive school.
A full EIA involves consultation with all stakeholders: actual and potential service users, staff and management likely to be delivering the policy, partner agencies and Trade Unions. For guidance contact Business Development.	

<b>For Policy Clearing House only</b>	
Which member of Business Development was this screening discussed with?	
Date screening considered	
PCH decision	Add in tick box for three options: <ul style="list-style-type: none"> <li>• Approved</li> <li>• Approved subject to changes</li> <li>• Requires full EIA</li> </ul>
Deadline for completion of full EIA <i>(if applicable)</i>	