

EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Nicola Goodman

Service Director: Andrea Richards

Service Area: Education and Inclusion Services, 21st Century Schools

Date: 24/06/21

1.a) What are you assessing for impact?

| Strategy/Plan | Service Re-Model/Discontinuation of Service | Policy/Procedure | Practice | Information/Position Statement |
|-------------------------------------|---|--------------------------|--------------------------|--------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.b) What is the name of the proposal?

MIM pathfinder schools

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

The Project is to create brand new learning environments at Llanilltud Faerdref Primary School (LFPS), Penygawsi Primary School (PePS) and Pontyclun Primary School (PPS). To facilitate this, Rhondda Cynon Taf County Borough Council (RCTCBC) proposes to replace existing buildings of poor condition with brand new school accommodation fit for the 21st Century. The standardised design will include bright, open, flexible learning spaces to maximise the potential for learning. The Council, in partnership with Welsh Government (WG), will invest (using the Mutual Investment Model (MIM) revenue funding) in constructing the new schools in the southern Taf area of Rhondda Cynon Taf.

Previous report to Cabinet dated 24th September 2020 regarding the signing of a Strategic Partnering Agreement associated with the MIM process.

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

Must comply with Building Bulletin 99.

Must comply with planning legislation.

Must successfully progress through Welsh Government's 21st Century Schools and business case approvals process to secure Welsh Government funding.

1.e) Please outline who this proposal affects:

- Service users
- Employees
- Wider community

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

| <u>Protected Characteristics</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|---|---|---|--|
| Age (<i>Specific age groups i.e. young people or older people</i>) | Positive | <p>The replacement of old, dilapidated school accommodation will offer state of the art facilities fit for 21st century learning and teaching in schools in Llantwit Fardre, Llantrisant and Pontyclun.</p> <p>The construction of three new schools, with modern classrooms and the removal of mobile accommodation will:</p> <ul style="list-style-type: none"> • Deliver comfortable and attractive learning environments for children previously taught in poor condition accommodation. • Provide 21st century facilities to enable all pupils in the local communities to access learning and activities which can help develop relationships within communities. • Allow easy access to services to improve the lives of children and their families. <p>The potential disruptions to learning and teaching caused by on-site building works will be minimised by the new schools (construction areas) being segregated from the existing</p> | Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities. |

| <u>Protected Characteristics</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|---|--|---|--|
| | | <p>school buildings. The contractors that will be undertaking the works will be experienced in working on live school sites.</p> <p>There will also be opportunity for community use of the schools from which all members of the wider community (young and old) will have the opportunity to benefit.</p> <p>Community engagement and consultation will also be undertaken with all ages.</p> | |
| <p>Disability <i>(people with visible and non-visible disabilities or long-term health conditions)</i></p> | Positive | <p>As the schools will be new, they will comply with the current requirements of planning and building control legislation and will also fully comply with the Equality Act 2010 and be accessible to all.</p> <p>Flexible learning spaces and heartspaces at each of the schools will provide quieter spaces which will benefit all learners, particularly those with ALN.</p> | <p>Delivery of new school buildings previously throughout the county borough and their accessibility to all building users.</p> <p>Design development to date already incorporates total accessibility at the heart of the design.</p> |

| <u>Protected Characteristics</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|---|---|---|--|
| Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities)</i> | Positive | Toilet facilities will be shared / available to all - not designated male/female. | Delivery of new school buildings and the inclusion of toilets which are non-designated with full height cubicles for privacy and shared hand wash facilities have been welcomed for the numerous advantages they bring |
| Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i> | Neutral | N/A | There is no evidence to suggest that the proposal will have an impact on people that share this characteristic |
| Pregnancy and Maternity <i>(women who are pregnant/on maternity leave)</i> | Positive | As the schools will be new, they will comply with the current requirements of planning and building control legislation and will also fully comply with the Equality Act 2010 and be accessible to all. They will have level access and will have lifts installed as required. They will also be more thermally comfortable with ease of internal temperature regulation. There will also be more comfortable staffing arrangements/facilities for PPA and rest facilities if required. | Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities |

| <u>Protected Characteristics</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|--|---|---|---|
| Race <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i> | Neutral | N/A | There is no evidence to suggest that the proposal will have an impact on people that share this characteristic |
| Religion or Belief <i>(people with different religions and philosophical beliefs including people with no beliefs)</i> | Neutral | N/A | There is no evidence to suggest that the proposal will have an impact on people that share this characteristic |
| Sex <i>(women and men, girls and boys)</i> | Positive | As the schools will be new, they will be more thermally comfortable with ease of internal temperature regulation which will be of benefit to staff with menopausal symptoms by providing a more comfortable environment to work in. | Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities |
| Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i> | Neutral | N/A | There is no evidence to suggest that the proposal will have an impact on people that share this characteristic |

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

| | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|--|---|---|---|
| Armed Forces Community <i>(anyone who is serving, has served, family members and the bereaved)</i> | Positive | The increase in capacity at two of the schools will give parents and carers who may move into an area mid-academic year (due to a change in circumstances) greater choice of education provision. | Increased numbers of school places will result in the ability to accommodate more children. |
| Carers <i>(anyone of any age who provides unpaid care)</i> | Positive | The provision of the new schools will give parents and carers greater choice of education and may encourage more parents / carers to choose their catchment school as opposed to schools outside of their catchment area. | Increased numbers of school places will result in the ability to accommodate more children. |

If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision?

Yes

No

Name: Nicola Goodman

Position: Senior 21st Century Schools Officer

Date: 24/06/21

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

| | |
|--|---|
| <ul style="list-style-type: none">• Single parents and vulnerable families• Pensioners• Looked after children• Homeless people• Students• Single adult households | <ul style="list-style-type: none">• People living in the most deprived areas in Wales• People with low literacy and numeracy• People who have experienced the asylum system• People misusing substances• People of all ages leaving a care setting• People involved in the criminal justice system |
|--|---|

| <u>Socio-economic disadvantage</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|--|---|--|---|
| <p>Low Income/Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p> | <p>Positive</p> | <p>The areas that the new schools are being built are in differing areas of deprivation, as can be evidenced by the Free School Meals entitlement (eFSM) which is 35.9% at Llanilltud Faerdref Primary School; 10.2% at Penygawsi Primary School and 9.3% at Pontyclun Primary School (compared to the RCT average of 25.5% as at May 2021).</p> <p>The new buildings will have modern, flexible spaces offering opportunities for additional after-school provision, including homework clubs to offer further support in reducing the attainment gap evidenced with eFSM learners.</p> <p>The new buildings will be accessible to the whole of the local community (regardless of income level) which could involve groups using the 21st Century facilities for meetings / classes etc. The three schools are at the heart of their communities and therefore there would be no travel costs incurred getting to the facilities, thus making accessing the facilities</p> | <p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.</p> |

| <u>Socio-economic disadvantage</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|--|--|--|--|
| | | available to all at no additional cost and bridging the gap between more and less affluent individuals / families. Each of the new schools will have a dedicated community facility and the design of the schools will be such that access to the community facility and the school hall and toilet provision is safely available without the need to access the rest of the school building. Subject to the local requirements / needs, the school could be made available for adult education classes; community groups; community meetings etc. | |
| <p>Low and / or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p> | Positive | <p>The larger school buildings at Llanilltud Faerdref and Penygawsi will have larger main halls which will create additional capacity for breakfast clubs which are utilised by many families on low income / families just above the poverty threshold.</p> <p>The new school buildings will also have additional storage facilities which will assist with storage of</p> | <p>Delivery of new school buildings previously throughout the county borough and their positive impact on availability of breakfast club places.</p> <p>Successful implementation in many schools throughout the county borough.</p> |

| <u>Socio-economic disadvantage</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|---|---|---|--|
| | | school uniforms for uniform recycling schemes whereby parents / carers on lower incomes will be able to benefit from good quality uniforms. | |
| <u>Material Deprivation</u> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i> | Positive | The new buildings will offer improved facilities for all users. The FSM uptake is currently 78.7% for Llanilltud Faerdref Primary; 85.1% for Penygawsi Primary; and 60.17% for Pontyclun Primary. New dining facilities may have a positive impact upon FSM uptake as more modern dining environments will be provided. Marketing and working with the school councils can also be undertaken to further increase FSM uptake. | Delivery of new school buildings previously throughout the county borough and their positive impact on FSM uptake. |

| <u>Socio-economic disadvantage</u> | Does the proposal have any positive, negative or neutral impacts | Provide detail of the impact | What evidence has been used to support this view? |
|--|---|--|--|
| <p><u>Area Deprivation</u> <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p> | <p>Positive</p> | <p>The three schools are being rebuilt on their existing sites in the hearts of their communities therefore are accessible to their local communities on foot for most who need to visit the sites. Accessible parking will also be provided on each site. The new schools will mean that the opportunities to access 21st Century facilities for educational and wider purposes will be at the heart of the community and the increase in size at two of the schools will enable more learners to benefit from these brand new facilities.</p> <p>The private sector involved in the creation of the new school buildings will be delivering community benefits by means of apprenticeships, training and job opportunities, bringing local jobs for local people and opportunities for the long-term unemployed. They will also engage in community volunteering and in-kind donations to the benefit of the local community. They will also be</p> | <p>Delivery of new school buildings previously throughout the county borough and the increase in pupil numbers.</p> <p>Community benefits realised by previous 21st Century Schools projects.</p> |

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|--|----------|--|--|
| | | engaging with the school community giving learners the opportunity to engage with the contractor in STEM activities. | |
| Socio-economic background <i>(social class i.e. parents education, employment and income)</i> | Positive | <p>The new schools will all have additional facilities (e.g. multi-use games areas) which can be used by the schools and the wider communities thereby offering many more opportunities for after school clubs / community group use etc. improving the health and wellbeing of individuals.</p> <p>The new schools will also have state of the art ICT facilities which will benefit the learners and the wider community in terms of opportunities to enhance computer literacy.</p> | Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities. |
| Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i> | Positive | The new schools will positively impact upon individuals of any age and all staff, pupils, parents/carers with any access requirements. Being at the heart of the communities that they serve, the schools will bring advantages overall to any individual who may be financially or materially disadvantaged, as the new schools will afford more opportunities for more children and older learners / | Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities. |

| | | | |
|--|--|--|--|
| | | community members to access fantasic new facilities 'on their doorstep'. | |
|--|--|--|--|

SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. **Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes

No

SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

As these proposals are for new schools on existing sites with a total increase in capacities of less than 20%, no formal consultation is required.

However, headteachers have already been involved in initial design discussions and scoping requirements and the governors, pupils, staff, and parents/carers of LPFS, PePS and PPS will be afforded the opportunity for their input on the projects in order to ensure they have a voice in how their schools will look following completion.

Interested parties are also welcomed to put their views in writing to:

Director of Education and Inclusion Services

Rhondda Cynon Taf County Borough Council

Ty Trevithick

Abercynon

CF45 4UQ

or e-mail schoolplanning@rctcbc.gov.uk

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period by engaging in meetings with the private sector, Welsh Government and key stakeholders.

5b) When is the evaluation of the proposal due to be reviewed?

Reports will be presented to Cabinet at regular intervals as the project develops and the Welsh Government's business case approvals process and associated timescales will be adhered to. Business cases will review and evaluate the proposal at each step to secure funding and Cabinet approval will be sought prior to any construction works starting.

5c) Who is responsible for the monitoring and review of the proposal?

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period.

5d) How will the results of the monitoring be used to develop future proposals?

Each 21st Century Schools project undergoes a 'Lessons Learnt' review at the end of the construction phase and this feeds into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below

| Officer Review Panel Comments | Date Considered | Brief description of any amendments made following Officer Review Panel considerations |
|--|----------------------------|---|
| Additional elements for inclusion / consideration:- <ul style="list-style-type: none">- Learners with ALN - strengthened support due to opportunities provided by new facilities.- Impact on staff with menopausal symptoms.- Increasing the uptake of FSM.- After-school/homework clubs to assist with closing the attainment gap.- Community engagement. | 24 th June 2021 | Document updated to include:- <ul style="list-style-type: none">- Benefit of flexible learning spaces in new buildings to learners with ALN.- Thermal comfort aspect of new buildings.- Benefits of a new school building on FSM uptake and opportunities to further increase uptake.- Opportunities offered by the new buildings for additional after school provision/extra curricular support.- Opportunities for community use emphasised and community consultation. |

| Consultation Comments | Date Considered | Brief description of any amendments made following consultation |
|------------------------------|------------------------|--|
| | | |

SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Equality Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

- The impact on age (particularly the younger generation) is extremely positive as they will have the full benefit of being educated in fantastic facilities fit for the 21st Century and the new Curriculum for Wales.
- The buildings will be fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.
- There will be positive impacts on the Welsh language as, despite the new schools being English medium schools, they will provide improved facilities to assist with the delivery of Welsh as a key element of the curriculum and in line with Cymraeg 2050 and RCTCBC's WESP, as we aim for the teaching of Welsh as a second language in English medium schools, to be of the highest quality.
- The increase in capacity at two of the schools and the provision of brand new buildings will give parents and carers a greater choice of education provision and may encourage more parents/ carers to choose their catchment school. It also affords greater educational choice which may assist armed forces personnel who may move to an area mid-academic year.
- The new buildings and the way they are used will bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 7 – AUTHORISATIONS

Lead Officer:

Name: Nicola Goodman

Position: Senior 21st Century Schools Officer

Date: 30/06/21

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services

Date: 30/06/21

Please submit this impact assessment with any SLT/Cabinet Reports.