

## 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, 21<sup>st</sup> Century Schools

Date: 01/07/22

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?

New school buildings for Maesybryn and Tonysguboriau primary schools and the amalgamation of Cefn and Craig yr Hesg primary schools.

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

In summary, the proposal is to create brand new learning environments at Maesybryn Primary School (MPS) and Tonysguboriau Primary School (TPS) on the existing school sites and to amalgamate Cefn Primary (CPS) and Craig yr Hesg (CYHPS) Primary Schools. The amalgamation will be achieved by closing the two existing primary schools, which are in poor condition, and opening a new, bigger community primary school to replace them on the existing Craig yr Hesg Primary School site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). The new schools will provide accessible learning environments fit for the 21st Century, including bright, open, flexible learning spaces to maximise the potential for learning. The new schools will be funded by the Council, in partnership with Welsh Government (WG), via the 21st Century Schools and Colleges Programme's Mutual Investment Model (MIM) revenue funding stream. The catchment areas of Tonysguboriau and Maesybryn schools are not proposed

to be altered. The catchment areas for Cefn and Craig yr Hesg Primary Schools are proposed to be merged to form a single catchment area for the new community primary school.

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

Previous report to Cabinet dated 4<sup>th</sup> October 2021 regarding the revised Band B Strategic Outline Programme (SOP) funding envelope.

Previous report to Cabinet dated 13<sup>th</sup> December 2021 regarding proposals to improve English medium primary education provision for Glyn-coch, Tonysguboriau and Maesybryn.

Previous report to Cabinet dated 21<sup>st</sup> March 2022, regarding a consultation on a proposal to create a new community primary school in Glyn-coch

Previous report to Cabinet dated 22<sup>nd</sup> June 2022 regarding the proposal to amalgamate Cefn and Craig yr Hesg primary schools to create a new community primary school.

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

Must comply with the School Organisation Code 2018, and be subject to a statutory consultation process in the case of the amalgamation of Cefn and Craig yr Hesg primary schools.

Must comply with Building Bulletin 99.

Must comply with planning legislation.

Must successfully progress through Welsh Government's 21<sup>st</sup> 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>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<b>Age</b> ( <i>Specific age groups i.e. young people or older people</i> )	Positive	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, Talbot Green, and Glyn-coch. The construction of three new schools, with modern classrooms and the removal of mobile accommodation will:	Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.  For example, community facilities are very well used at Y Pant Comprehensive School by groups including Miskin

<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?
		<ul style="list-style-type: none"> <li>• Deliver comfortable and attractive learning environments for children previously taught in poor condition accommodation;</li> <li>• Provide 21st century facilities to enable all pupils in the local communities to access learning and activities which can help develop relationships within communities.</li> <li>• Allow easy access to services to improve the lives of children and their families, through the provision of first-class community facilities in a location at the heart of the community.</li> </ul> <p>Being part of a larger school will mean that pupils are more likely to be taught in classes with predominantly their own age group, enabling teachers to offer pupils a wider and more varied curriculum to support all learners, including the least and most able.</p> <p>The potential disruption to learning and teaching caused by on-site</p>	<p>Magpies (netball), Pontyclun Athletics Club, Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are used for basketball tournaments and for training by local rugby and football clubs; whilst the indoor community facilities are used by local choirs, for Welsh evening classes, community coffee mornings and art classes.</p> <p>The provision of new build accommodation at Tonyrefail Community School has seen a 14% increase in pupil numbers attending the new community school compared with the previous primary and secondary schools, thus providing 21st Century education facilities to even</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?
		<p>building works at the schools will be minimised by the new schools being segregated from the existing school buildings. The contractor 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 and sporting facilities. In addition to offering young people in the community a wide range of positive activities to engage in, this will provide older people with the opportunity to meet up with other members of the community and engage in a range of activities that will also help to improve health and well-being and tackle social isolation and loneliness.</p>	<p>more learners. Primary pupil numbers have increased by 18%, whilst secondary (Y7-11) numbers have increased by 13%.</p>
<p><b>Disability</b> <i>(people with visible and non-visible disabilities or long-term health conditions)</i></p>	<p>Positive</p>	<p>At present, all of the schools included under this proposal require improvement in order to be compliant with the Equality Act 2010.</p>	<p>Delivery of new school buildings previously throughout the county borough and their accessibility to all building users as the design of all new schools incorporates</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?
		<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. For example, should any of the buildings be two-storey, a lift will be provided, along with accessible toilets and a hygeine room on each floor. Each Learning Support Class will be provided with appropriate facilities to meet the needs of its pupils. Every social space, internally and external, will be fully accessible.</p> <p>Adjustable and height appropriate furniture is provided to ensure full inclusivity for wheelchair users.</p> <p>Signage and colour schemes are carefully considered to take account of the needs of users who are blind or visually impaired.</p> <p>Sufficient accessible parking facilities will be provided for use by staff and</p>	<p>total accessibility at the heart of the design.</p> <p>Quote from Head of Tonyrefail Community School: "Our 21st century school gives full access to all areas of the curriculum for all children and students. The building is wholly inclusive - lifts, induction loops, wide corridors, accessible toilet facilities and variable height tables and specialist units e.g. cookers and lab benches ensure independence and full access to all learning pathways".</p>

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>visitors, in line with current guidelines.</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 and those pupils who are most vulnerable.</p> <p>The two Learning Support Classes (LSCs) currently based at Cefn Primary School will transfer to the new school. Similarly, Maesybryn Primary also has two LSCs on site which cater to children with autistic spectrum disorders (ASDs), which will transfer to the new school building. Pupils attending this provision will benefit from the broader range of learning experiences that a modern, 21<sup>st</sup> Century learning environment can offer. For instance, flexible heart spaces, forest schools areas, an enhanced outdoor learning environment, improved sports facilities and state-of-the-art ICT</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?
		facilities will offer pupils a more engaging and varied learning experience.	
<b>Gender Reassignment</b> <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.	<p>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, including ease of supervision and increased convenience, inclusiveness, cleanliness, visibility, and reducing opportunities for bullying.</p> <p>Quote from Head of Tonyrefail Community School:          "Our 21st Century School includes a fabulous Listed Building. This building contains fully refurbished but traditional style toilets, however, the students prefer</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?
			<p>to use the open plan toilets of the new build as they value how safe they feel. The children and students spoke positively about the benefits of open plan toilets during our recent Estyn Inspection and they use the facilities in a confident, modern manner. They have had a positive impact on pupil handwashing; they are easy to manage in terms of behaviour and safeguarding and provide the capacity for a pupil to access the facilities quickly whilst travelling around the school. They support our students in terms of the LGBTQ+ agenda and have the capacity to accommodate large numbers with no queues at peak times e.g. break/ lunch".</p>
<p><b>Marriage or Civil Partnership</b> <i>(people who are married or in a civil partnership)</i></p>	Neutral	It is considered that this proposal will have no direct impact on people who share this characteristic.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<b>Pregnancy and Maternity</b> <i>(women who are pregnant/on maternity leave)</i>	Positive	The new school buildings will be fully accessible. They will have level access and if any of the buildings are two-storey, they will include a lift, avoiding the need for pregnant women to climb steps and stairs if they would prefer not to. The new school buildings will have an efficient and effective heating and cooling system, ensuring that the temperature can be regulated and easily controlled to suit the needs of pregnant women. Accessible toilets will provide privacy if required, and a dedicated hygiene/medical room will provide comfortable rest facilities if needed.	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities due to them being naturally ventilated and having energy efficient heating systems.
<b>Race</b> <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Neutral	It is considered that this proposal will have no direct impact on people who share this characteristic.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
<b>Religion or Belief</b> <i>(people with different religions and philosophical beliefs)</i>	Neutral	It is considered that this proposal will have no direct impact on people who share this characteristic.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<i>including people with no beliefs)</i>			
<b>Sex</b> <i>(women and men, girls and boys)</i>	Positive	<p>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. Rest facilities will also be available via a dedicated hygiene/medical room.</p> <p>The new school buildings will be built to 'Secured by Design' standards which will mean they will be safe and secure. All areas will be well lit to ensure that individuals feel safe on site after dark. The sites will be designed to ensure that members of the community are only able to access the community areas, with access to all other areas of the school being controlled by electronic door fobs issued to authorised staff only.</p>	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities due to them being naturally ventilated and having energy efficient heating systems.

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<b>Sexual Orientation</b> <i>(bisexual, gay, lesbian, straight)</i>	Neutral	It is considered that this proposal will have no direct impact on people who share this characteristic.	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:

	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<b>Armed Forces Community</b> <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	The net increase in capacity 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.
<b>Carers</b> <i>(anyone of any age who provides unpaid care)</i>	Positive	The net increase in capacity of the schools will ensure sufficient places to accommodate families who may move into the area midway through an academic year. The new 21st Century	Increased numbers of school places will result in the ability to accommodate more children.

		<p>learning environments may encourage more parents / carers to choose their catchment school as opposed to schools outside of their catchment area, reducing the time, cost and environmental impacts of longer journeys.</p> <p>Young Carers will also benefit from the new school buildings. Any interventions or support sessions required could take place in the heart space's quieter areas or the interview room. The community facilities and improved external facilities will also enable a wider range of after school activities to be offered by the new school, which could offer Young Carers the opportunity for some much-needed respite.</p>	
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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: Lead for Strategic Planning and MIM

Date: 01/07/22

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:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- 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><b>Low Income/Income Poverty</b>  <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.</p> <p>CPS and CYHPS are located just 0.6 miles apart, in a deprived area of Rhondda Cynon Taf. The village is split into the two Lower Super Output Areas (LSOAs) of Glyncoch 1 and Glyncoch 2. According to the Welsh Index of Multiple Deprivation (2019), Glyncoch 1, the area in which CYHPS is located, is amongst the top 3% of most deprived areas in Wales. This is further evidenced by the Free School Meals entitlement (eFSM) figures which are 50.5% for CPS and 48.4% for CYHPS (compared to the RCT average of 23.9% as at June 2022).</p> <p>MPS is located in the LSOA of Llantwit Fardre 4, which is in the top 20% least deprived areas in Wales. The eFSM figure for MPS is 8.33% (compared to the RCT average of 23.9% as at June 2022).</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities, e.g. STEM afterschool clubs at Tonyrefail Community School.</p> <p>Wide community use of facilities at Tonyrefail School offering affordable or free community facilities.</p> <p>New schools providing facilities for school uniform recycling provision.</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?
		<p>TPS is located in the LSOA of Talbot Green 2, which is in the top 30% most deprived areas in Wales. This is further evidenced by the eFSM figure for TPS which is 18.13% (compared to the RCT average of 23.9% as at June 2022).</p> <p>FSM uptake at the four schools is as follows: 65.4% at CPS; 63.3% at CYHPS; 51.22% at MPS; and 70.37% at TPS. The more modern dining environments provided within the new school buildings, along with marketing and input from the respective school councils, should have a positive impact on FSM uptake and bring cost savings for families who are entitled to FSM but are currently providing their children with packed lunches at their own cost.</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</p>	

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>attainment gap evidenced with eFSM learners.</p> <p>The inspiring new learning environments will have modern facilities to enable all pupils to be the best that they can be. It will encourage them to work hard to achieve their full potential and increase their chances of securing a bright future, unaffected by poverty.</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 schools included under this proposal are at the heart of their respective communities and therefore there would be no travel costs incurred getting to the facilities, thus making accessing the facilities available to all at no additional cost and bridging the gap between more and less affluent individuals / families. The proposed site of the new school for Glyn-coch is located</p>	

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>in a prominent position in the community, within the more deprived Glyncoch 1 LSOA, but within walking distance for the whole village and on a bus route. There would be no travel costs incurred in accessing the facilities, bridging the gap between more and less affluent individuals / families.</p> <p>Each of the new schools will have a dedicated community facility, and will be designed in such a way that access to the community facility, school hall and toilet provision will be 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, which along with the sporting facilities, will provide a valuable community resource for all. from the site of the proposed new school, meaning parents of pupils currently attending CPS will not incur</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?
		additional travel costs getting to the new facilities.	
<p><b>Low and / or No Wealth</b>  <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 will have larger main halls which will create additional capacity for breakfast clubs which are utilised by many facilities 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 school uniforms for uniform recycling schemes whereby parents / carers on lower incomes who do not qualify for the Pupil Development Grant will be able to benefit from good quality uniforms.</p> <p>Travel costs can be prohibitive for less affluent individuals. The proposals relating to MPS and TPS involve the construction of new school buildings on the existing school sites, therefore there will be no travel implications for learners attending these schools. The</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?
		proposed new school site in Glyn-coch that will accommodate pupils already attending CPS and CYHPS is located in a prominent location in the village, within walking distance for the whole community. There would be no travel costs incurred in accessing the community facilities at the site, ensuring equality of opportunity for all, regardless of wealth status.	
<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 school buildings will offer improved facilities for all users. The FSM uptake is 65.4% for CPS, 63.3% for CYHPS, 51.22% for MPS, and 70.37% for TPS. 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. In November 2021, the Welsh Government announced plans to introduce free school meals for all primary aged pupils. The new catering facilities will be designed to accommodate increased FSM uptake	Delivery of new school buildings previously throughout the county borough and their positive impact on FSM uptake.

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>following the introduction of the policy.</p> <p>The new schools will have additional facilities (e.g. multi-use games areas) which can be used by the schools and the wider community thereby offering increased opportunities for after school clubs / community group use and improving the health and wellbeing of individuals. The new schools will also have brand new state of the art ICT facilities which will benefit the learners and the wider community in terms of opportunities to enhance computer literacy.</p>	

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<p><b><u>Area Deprivation</u></b>  <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p>	<p>Positive</p>	<p>Maesybryn and Tonysguboriau primary 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. Sufficient accessible parking facilities will also be provided for use by staff and visitors, in line with current guidelines.</p> <p>The new school for Glyn-coch will be built on the existing CYHPS site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). Whilst some pupils who currently attend CPS will live further away from the new school, the site is located in a prominent position in the community and is accessible on foot for most who need to visit the site. It is also on a bus route. Sufficient accessible parking facilities will also be provided for use by staff and visitors, in line with current guidelines.</p>	<p>Delivery of new school buildings previously throughout the county borough and the increase in pupil numbers.</p>

		<p>The new schools will provide the opportunity to access 21st Century facilities for educational and wider purposes in a prominent position in their respective communities. The net increased capacity of the new 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 engaging with the school community giving learners the opportunity to engage with the contractor in STEM activities.</p>	<p>Community benefits realised by previous 21st Century Schools projects, for example at Y Pant, 47 local jobs were created, with 970 weeks of training provided and 10 apprenticeships created.</p> <p>As part of the MIM Pathfinder Project, 167 learners at Pontyclun, Penygawsi and Llanilltud Faerdref Primary Schools engaged in STEM activities delivered by RIBA.</p>
<p><b>Socio-economic background</b> <i>(social class i.e. parents education, employment and income)</i></p>	Positive	<p>The new schools will ensure that all families requiring English medium education in the respective local communities are given the same opportunity to access first class educational facilities, regardless of</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities, for example,</p>



		<p>their socio-economic background. As outlined earlier in this assessment, the schools included under these proposals are in differing areas of deprivation. All areas, regardless of their levels of deprivation and poverty, deserve first-class education facilities for pupils and the wider community to enjoy and benefit from.</p> <p>The new schools will have additional facilities (e.g. multi-use games area) which can be used by the school and the wider community thereby offering increased opportunities for after school clubs / community group use and 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>	<p>community facilities are very well used at Y Pant Comprehensive School by groups including Miskin Magpies (netball), Pontyclun Athletics Club, Community Wind Band and Rhondda Symphony Orchestra.</p>
<p><b>Socio-economic disadvantage</b>  <i>(What cumulative impact will the proposal have on people or groups because of their</i></p>	<p>Positive</p>	<p>The new schools will positively impact upon individuals of all ages and will be accessible to all pupils, staff, parents / carers and visitors regardless of any additional requirements. Being at the heart of</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities, including local</p>

<p><i>protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>		<p>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 / community members to access fantastic new facilities 'on their doorstep', increasing their skills, providing opportunities for social interaction and improving the health and well-being of individuals.</p>	<p>job creation and community engagement activities as referenced above.</p>
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## 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:

The element of these proposals relating to Maesybryn and Tonysguboriau primary schools are for new schools on existing sites with a total increase in capacities of less than 25%. Therefore, no formal consultation is required.

In accordance with the School Organisation Code – 2018 (011/2018), in order to amalgamate CPS and CYHPS, the Council was required to undertake a statutory consultation exercise on the closing of CPS and CYHPS and the opening of a new maintained school. The consultation period took place from 10<sup>th</sup> January to 21<sup>st</sup> February 2022, during which time residents and stakeholders were invited to provide feedback on the proposals. A statutory notice was subsequently published between the period of the 4<sup>th</sup> of April and the 11<sup>th</sup> of May 2022 and following the receipt of just one objection, Cabinet agreed to the proposal to amalgamate the two schools at their meeting held on the 22<sup>nd</sup> of June 2022.

Should these new build proposals proceed, the headteachers of MPS and TPS and the Executive Headteacher of CPS and CYHPS will be involved in initial design discussion and scoping requirements and the governors, pupils, staff, and parents/carers of all of the schools included under these proposals will be afforded the opportunity to provide input on the projects in order to ensure they have a voice in how the new schools will look following completion.

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](mailto:Councilbusiness@rctcbc.gov.uk) for a Review Panel to be organised to discuss your proposal. The EqlA 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

<b>Officer Review Panel Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following Officer Review Panel considerations</b>
<ul style="list-style-type: none"><li>• Strengthen evidence provided - use specific examples, e.g. schools data and quotes.</li><li>• More demographic data is needed in respect of the local population to really understand the community, particularly areas where there is a community hub.</li><li>• More data needed in respect of Young Carers and Armed Forces families.</li></ul>	04/07/2022	<ul style="list-style-type: none"><li>• Evidence of increased pupil numbers and feedback from Headteachers in respect of disability and gender neutral toilets included. Data to follow in respect of Breakfast Club and FSM take up.</li><li>• Further information provided in relation to Glyn-coch. Data to follow.</li><li>• Data to follow.</li></ul>
<b>Consultation Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following consultation</b>

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## **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 net increase in capacity at the new schools and the provision of brand new buildings with first class facilities will ensure that all families who wish to access places at the schools can be accommodated, 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: Lead for Strategic Planning and MIM

Date: 01/07/22

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: Andrea Richards

Position: Service Director for 21<sup>st</sup> Century Schools and Transformation

Date: 01/07/22

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