

EQUALITY ANALYSIS (EA) - SCREENING TEMPLATE

GUIDANCE TOOL This Tool assists services in determining whether their plans and decisions will require a full Equalities Analysis. EAs help the Council comply with its duty under s.149 of the Equality Act 2010 to have “due regard” to specified equality matters. They are required in most cases but, in some cases, an EA is not necessary or is only necessary for certain aspects of a decision. Full guidance on the Council’s duties and EAs and the full EA template is available at <http://forestnet.lbwf.gov.uk/index/residents-first/equalities/equality-analysis.htm>

The Council understands that whilst its equalities duty applies to all services, it is going to be more relevant to some decisions than others. We need to be pragmatic and ensure that the detail of Equality Analyses (EAs) are proportionate to the impact of decisions on the equality

duty. In some cases a full EA is not necessary and/or the equalities duties do not apply. In other cases, only part of a decision will require an EA to ensure the Council has due regard to its equality duties. The following examples are intended to assist:

Where will a full EA be required?	Where might an EA not be required?
<p>In short, wherever a decision has a more than minimal or theoretical adverse or negative impact on those with protected characteristics, for example, if the Council is considering:</p> <ul style="list-style-type: none"> • Ceasing a service • Reducing a service or reducing it in particular areas, e.g. closing an office in Leyton but not Walthamstow • Changes to the way a service is delivered, e.g. moving to personalisation or moving to online access only • Changes to eligibility criteria, rules or practices for a service • Changes to discretionary fees and charges 	<ul style="list-style-type: none"> • Where it can be proven that the decision has no equalities impact– with particular focus on negative impacts on service users and residents • Where it can be proven that the decision has a minimal or theoretical equalities impact (and so does not need to be considered) • Where the decision is mandatory and there is no element of discretion (e.g. to adopt a member’s code of conduct or similar) • In rare cases, where a previous EA exists and a review shows that it is still relevant at the time of the final decision, i.e. the facts have not changed

Important:

- The EA screening tool should not be used to mask over any equality impacts or as a “get out”.
- There can be a negative equality impact even if you think that overall, you are proposing changes that will make services better. If there is an adverse or negative impact, you must complete a full EA.
- **Negative** impacts are often indirect, i.e. a rule that is on its face of universal impact but has greater impact on some groups in practice e.g. due to the ethnic makeup of an area.
- In most cases, the screening process requires a degree of collation and analysis of

- evidence. If this requires a lot of work, consider whether it is actually simpler to omit the screening process and undertake a full EA.
- The equality duty **continues** up to and after the final decision. If proposals or facts change before the final decision, any screening tool will need to be reviewed and evidenced.
 - Any consultation undertaken should also inform the screening process, e.g. issues raised by those affected. Monitoring should take place after a decision as part of service delivery.
 - The completed screening template will be attached to Cabinet or other decision making report and so it must include sufficient detail to justify the decision not to carry out a full EA.

What to do?

The screening process should be used on **ALL** new proposals, policies, projects, functions, saving proposals, major developments or planning applications, or when revising them, if there is no negative equality impact or there is uncertainty about whether there is a negative equality impact. **However**, If your proposal is of a significant nature and it is apparent from the outset that a full EA will be required, then you do not need to complete this screening template and can progress directly to a full EA. If a negative/adverse impact has been identified during completion of the screening tool, a full EA **MUST** be undertaken. If you have not identified any negative/ adverse impacts arising from your proposal you do not need to undertake a full EA. However, make sure you have explained clearly why the

proposal does not have any negative/adverse impact. **If your proposal is going to Cabinet or Committee (e.g. Planning or Licensing) and you are not undertaking a full EA, you must:**

- share your report and completed screening tool with Shahid Mallam, Performance & Improvement Team, who will check and challenge your findings *and*
- use the following wording under the Equality & Diversity paragraph in the Cabinet report: *“An initial screening exercise of the equality impact of this decision was undertaken and determined there was no / minimal impact (delete as appropriate) on the Council’s equality duty.” Attach the completed template as an appendix to your report.*

1. Proposal / Project Title: Schools Capital Programme 2024 - 2028				
<p>2. Brief summary of the above: (include main aims, proposed outcomes, recommendations / decisions sought) The Local Authority has a statutory responsibility to ensure that there are sufficient pupil places within the borough. The increase in birth rate and net inward migration has resulted in an increase demand for primary and secondary school places, which need to be met through expansion of the schools estate delivered by development projects in the Schools Capital Programme.</p> <p>The proposals support the Council's statutory duties and priorities and proposes a range of new build extensions and refurbishment of existing schools on existing sites. This is supported by a substantial capitalised maintenance improvement programme and delivery of an Alternative Provision programme.</p>				
3. Considering the equality aims (eliminate unlawful discrimination; advance equality of opportunity; foster good relations) indicate for each protected group whether there may be a positive impact, negative (adverse) impact, or no impact arising from the proposal.				
4. Protected Characteristic (Equality Group) <input checked="" type="checkbox"/>	Positive Impact	Negative Impact	No Impact	Briefly explain your answer. Consider evidence, data and any consultation. http://www.walthamforest.gov.uk/Pages/Services/Statistics-economic-information-and-analysis.aspx
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>National census data suggests that the population of secondary aged pupils has risen by 12% over the last 10 years.</p> <p>The school census figures confirm that demand is increasing for the secondary cohort. Forecasting the actual increase in population over the next 10 years is difficult however in order to sustain a suitable surplus to allow for inward migration there is a need to create additional secondary places for the 11-16 year old age group.</p> <p>The proposal is not expected to have any negative impact on children or indeed on any other age group. There are no direct disadvantages to other groups. The proposals have a positive impact.</p>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The new build and remodelled accommodation shall be fully accessible and compliant with the Equality Act 2010 and current legislation including building regulations. The proposal is not expected to have any negative impact on children or indeed on any other age group. The programme will deliver additional and improved accommodation to enhance learning opportunities and life skills for Children with Special Needs, children who are at risk of exclusion, and alternative provision to mainstream education. There are no direct disadvantages to other groups. The proposals have a positive impact.</p>
Pregnancy and Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not applicable.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The areas served by our schools are ethnically diverse and many different languages are spoken by children in these schools. The secondary school expansion programme will support the diverse needs of its communities and support the aspirations of parents, help raise standards and narrow attainment gaps.</p>

Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The areas served by the schools are diverse and many different religions are practiced by children in these schools. The secondary school expansion programme aims to meet the diverse needs of its communities and meet the aspirations of all parents of a religious or non-religious background, to help raise standards and narrow attainment gaps.
Sex (Including Gender Re-assignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Single sex education in community schools is provided at the secondary age range, at the Borough's three single sex girls' schools and one single sex boys' school.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not applicable.
Marriage and Civil Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not applicable.
5. There are no negative/adverse impact(s) If you have not identified any negative/adverse impacts please briefly explain your answer, providing evidence to support decision.	The proposed expansion of schools supports the statutory duty to provide school places and directly supports the council's priorities (Improve our residents' life chances). Any associated construction and/or refurbishment works will be undertaken in a way to minimise the impact of any disruption to pupils, parents/carers and staff and will be monitored regularly to identify any mitigation as required.			
6. Describe how opportunities to advance equality and foster good relations for any of the protected characteristics has been taken up (where relevant).	Schools are hubs of their community and support community cohesion. The Schools Capital Programme aims to meet the diverse needs of its communities and meet the aspirations of all parents and to help raise standards and narrow attainment gaps for all children in our community.			
7. As a result of this screening is a full EA necessary (Please check <input checked="" type="checkbox"/> appropriate box)	Yes	No	Briefly explain your answer.	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is anticipated that proposed projects will have a positive impact on facilities for Waltham Forest residents as a whole and for young people and those with special educational needs especially.	
8. Name of Lead Officer: Rob Miller		Job title: Head of Schools Delivery		Date screening tool completed: 15 th October 2024

Signed off by Head of Service:  Name: Rob Miller Date: 21st October 2024