

Equality & Health Impact Assessment (EqHIA)

Document control

Title of activity:	<i>Consultation on the draft Commissioning plan for Education Provision (CPEP) 2019-2023</i>
Lead officer:	<i>Pooneeta Mahadeo, School Organisation Manager, Organisation & Place planning Manager, Education , Children's Services</i>
Approved by:	<i>Trevor Cook Assistant Director, Education, Children's Services</i>
Date completed:	<i>4 December 2018</i>
Scheduled date for review:	<i>September 2020</i>

Did you seek advice from the Corporate Policy & Diversity team?	Yes
Did you seek advice from the Public Health team?	No
Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	No

1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact EqHIA@havering.gov.uk for advice from either the Corporate Diversity or Public Health teams. Please refer to the Guidance in Appendix 1 on how to complete this form.

About your activity

1	Title of activity	<i>Consultation on the draft Commissioning plan for Education Provision (CPEP)2019-2023</i>		
2	Type of activity	<i>Strategy</i>		
3	Scope of activity	<i>The Scope of the activity is to assess the impact of the draft commissioning plan for Education provision 2019-2023, allowing all education stakeholders to contribute to the proposals that will ensure that Havering, as the Strategic Commissioner of Education Provision across all types of education phases monitors the supply and demand for early years, primary, secondary, post-16, special and alternative provision across the borough, making certain that there is sufficient capacity to meet demand by planning for the growth.</i>		
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>any</u> of these questions is 'YES', please continue to question 5.	If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	Yes		
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes		
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. Please see Appendix 1 for Guidance.		
6	If you answered NO:			

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Organisation & Place planning Manager, Education , Children's Services</i>
Date:	<i>14/12/2018</i>

2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

Background/context:

All Local Authorities including Havering have a statutory duty to provide sufficient schools places to all children that live in the borough.

The Plan/strategy provides an overarching framework and evidence-base for determining when and where education provision may be needed in the future. It sets out the council's policy for school organisation and plans to ensure there is sufficient capacity to meet demand for early years, primary, secondary, post-16, special school and alternative education provision across the borough. It also highlights the forecast number of children and young people in Havering and breaks this down to smaller geographical areas (planning areas within these) to show where there may be a need for more or fewer school places.

In our role as Commissioner of Education Provision and working in partnership with education providers, the plan also details a set of our principles and planning guidelines which will be used to consider, evaluate and commission individual proposals to address any identified any surplus or deficit of places where growth has been projected.

In respect of the Equality Impact & Health Assessment (EqHIA), this would be carried out at two levels/stages.

The scope of the first EIA is to assess the impact of the overarching Commissioning Plan and its principles and guidelines on all our education stakeholders including individuals and groups who have protected characteristics, and to identify relevant actions to minimise any negative impact or optimise positive outcomes.

The second EIA will be a more detailed analysis on the specific proposals arising from the plan/strategy that will address how we will deliver on the deficit of places being projected and the impact it may have on individuals and groups with protected characteristics.

Who will be affected by the activity?

- All parents/carers of pupils resident in Havering
- All pupils attending a Havering school or College
- All Education providers
- Havering residents especially those who are residents near schools and in areas of population growth and projected demand of school places
- All voluntary organisations who provide alternative education in the borough
- All Governing body members of maintained schools
- Local Governing members of academies
- Members of Academy Trust boards
- The Diocese of Brentwood and Chelmsford

Protected Characteristic - Age: Consider the full range of age groups

Please tick (✓) the relevant box:

Overall impact: The Commissioning plan/strategy will have a positive

Positive	√	impact on children and young people of school age living in Havering and will support the effective delivery of the Local Authority's vision for every child in the borough to <i>"have the best possible start in life with families and communities looking after themselves and each other enabling all to lead happy and healthy lives"</i> .
Neutral		
Negative		

Evidence: The Commissioning Plan highlights an increase of 52% in the number of births between calendar years 2002 to 2016 in Havering. It also identifies that the number of primary age pupils (reception-year 6) and secondary age pupils (years 7-11) is expected to continue to rise over the next five years. As part of the consultation, stakeholders were consulted on the options being proposed to ensure that all school aged children requiring a school place should be able to secure one.

Any specific proposals arising from the Commissioning strategy will be subject to a full and comprehensive equality impact assessment which will consider the full range of age groups.

- Sources used:**
- Birth data received from the ONS.
 - Population projections produced by the GLA
 - Historic pupil data obtained from the school census
 - Housing development data obtained from the London Development Database and our planning department.
 - School Roll Projections
 - Consultation survey report on the draft CPEP

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

<i>Please tick (✓) the relevant box:</i>		Overall impact: Positive for children with special educational needs and disabilities (SEND) who will have school places that meet their educational needs. Making appropriate local provision available is positive for children with special educational needs.
Positive	√	
Neutral		
Negative		

The Havering's High needs strategy outlines a number of proposed actions that will ensure that children, young people with SEND and their families have the right support at the right time including delivering an ongoing programme to create more additionally resourced provisions (ARPs) in mainstream settings and develop a new Social Emotional and Mental Health (SEMH)/Autistic Spectrum Disorder (ASD) 60 place free school.

Evidence: The Commissioning Plan shows that an increase in Havering school age population has also led to an increase in the number of pupils subject to an education health care plan (EHCPs) and anticipates that the demand for specialist places will continue to increase with the overall population growth. It also gives predicted numbers of pupils with each primary need over the next 5 years.

As part of the draft CPEP consultation, stakeholders were presented with other options being considered to ensure that that the needs of children and young people with SEND are met. 90% of the surveyed participants gave their chosen options and highlighted additional comments regarding SEND provision in the borough.

Sources used:

- Havering's High needs strategy 2017-2022
- Projected school population
- School Census data
- Consultation survey report on the draft CPEP

Protected Characteristic - Sex/gender: Consider both men and women

Please tick (✓) the relevant box:

Positive	✓
Neutral	
Negative	

Overall impact: The overall impact on is positive for both men and women. Most of our education provision from early years right through to post 16 including special schools and alternative provision is largely co-educational.

Evidence: All our early years, primary, special and post-16 provision are co-educational. 4 out of the 18 secondary schools in the borough are single sex, (two boys and two girls).

None of the commissioning options proposed for the creation of additional places included the expansion or establishment of a single sex school.

No responses were received during the consultation regarding single sex schools or co-educational provision. However, as we develop specific commissioning proposals; and if it arises that single sex education is demanded or proposed it will then be subject to further consultation and included as part of the principles and guidelines that will inform future commissioning decisions.

Sources used:

- School Census data
- Consultation survey report on the draft CPEP

Protected Characteristic - Ethnicity/race: Consider the impact on different ethnic groups and nationalities

Please tick (✓) the relevant box:

Positive	
Neutral	✓
Negative	

Overall impact: The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including schools cannot discriminate on ethnicity or racial grounds.

Creating additional school places will enable us to meet our vision of ensuring that every child has access to a good local school providing an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.

Evidence: Havering is one of the most ethnically homogenous places in London, with 83% of its residents recorded as White British, higher than both London and England.

It is also evident from our consultation analysis on the draft CPEP that the population of Havering is still predominantly white. 76% of the surveyed participants who responded to the equality and diversity monitoring form stated that they are White British.

However, all our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of education provision.

Sources used:

- 2017/18 Joint Strategic Needs Assessment (JSNA)
- School Census data
- Consultation survey report on the draft CPEP

Protected Characteristic - Religion/faith: Consider people from different religions or beliefs including those with no religion or belief

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact: The overall impact on people from different religions or beliefs including those with no religion or belief is positive. National legislation determines that schools cannot discriminate on religion grounds. However, it should be recognised that faith schools are their own admission authority but are still expected to comply with the School Admissions Code. Creating additional places including in faith schools will enable us to meet our objective of providing access to a good local school for every Havering child.

Evidence: The diversity across education provision is further demonstrated by the 9 voluntary aided primary schools in the borough.

A few stakeholders who gave comments during the draft CPEP consultation were of the view that more faith schools are needed in the borough. Therefore, if there is a demonstrable need for additional faith schools, in areas which we have identified as requiring additional places, we will work positively with the both the Catholic and Church of England Diocese and other religious bodies to consider any proposals brought forward and it will subsequently be fully consulted upon before any commissioning decisions are made.

Sources used:

- School Roll Projections
- School Census data
- Consultation survey report on the draft CPEP

Protected Characteristic - Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact: The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive

Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.

Evidence: 85% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation stated that they were heterosexuals. No issues regarding sexual orientation were raised during the consultation.

Sexual orientation is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.

Sources used: Consultation survey report on the draft CPEP

Protected Characteristic - Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth	
<i>Please tick (✓) the relevant box:</i>	Overall impact: The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive
Positive	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
Neutral	
Negative	
<p>Evidence: All respondents who completed the equality monitoring form identified that their current gender was the same assigned at birth and there was no one currently considering undergoing a gender reassignment surgery.</p> <p>Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.</p>	
Sources used: Consultation survey report on the draft CPEP	

Protected Characteristic - Marriage/civil partnership: Consider people in a marriage or civil partnership	
<i>Please tick (✓) the relevant box:</i>	Overall impact: The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive
Positive	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
Neutral	
Negative	
<p>Evidence: Majority of respondents (72%) who completed the equalities monitoring form stated that they were in a marital relationship.</p> <p>No issues regarding marriage/civil partnership were raised during the consultation. Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision</p>	
Sources used: Consultation survey report on the draft CPEP	

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave	
<i>Please tick (✓) the relevant box:</i>	Overall impact: The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive
Positive	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
Neutral	
Negative	

<p>Evidence: 3% of the surveyed participants were either pregnant or have given birth in the last 26 weeks. No issues regarding pregnancy, undertaking maternity or paternity leave were raised during the consultation.</p> <p>Being pregnant or undertaking maternity/ paternity leave is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.</p>	
<p>Sources used: Consultation survey report on the draft CPEP</p>	
<p>Socio-economic status: Consider those who are from low income or financially excluded backgrounds</p>	
<p>Please tick (✓) the relevant box:</p>	<p>Overall impact: The overall impact on those who are from low income or financially excluded backgrounds is positive</p> <p>By creating more school places to meet demand in only good or outstanding schools will help us realise our vision of ensuring that every child has access to a great education.</p>
<p>Positive</p>	
<p>Neutral</p>	
<p>Negative</p>	
<p>Evidence: Of the respondents who completed the equalities monitoring form, only 2% stated that they were unemployed.</p> <p>Social mobility remains a serious issue and the changes seen in Havering's population influenced by increased births, housing developments and economic migration, mean that the Council's provision of school places must also respond to meet the changing needs of residents. The OfSTED annual inspection report published in 2017 shows that a common factor in the schools that do not improve to good or outstanding is that they have a higher proportion of deprived pupils. Fifty-five per cent of the schools that currently require improvement have high proportions of pupils from deprived areas. Therefore, supporting all phases of our education provision to develop a strong strategy and increasing access to only good /outstanding provision will ensure that all children have the best possible start in life, which will enable them achieve and reach their full potential.</p>	
<p>Sources used:</p> <ul style="list-style-type: none"> • 2017/18 Joint Strategic Needs Assessment (JSNA) • Consultation survey report on the draft CPEP • <u>Ofsted Annual report 2016/17 summary data</u> 	

<p>Health & Wellbeing Impact: Consider both short and long-term impacts of the activity on a person's physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.</p>	
<p>Please tick (✓) all the relevant boxes that apply:</p>	<p>Overall impact: The overall impact on health and wellbeing is positive. The Commissioning Plan sets out how we will carry out our statutory duty to ensure there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships.</p> <p>Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box</p> <p style="text-align: right;"> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> </p>
<p>Positive</p>	
<p>Neutral</p>	
<p>Negative</p>	

Evidence: We have already set out plans to ensure the availability and increased quality of education provision creating an opportunity for all children and young people to have access to and attain the highest level of education possible.

Sources used: Draft Commissioning plan for Education Provision 2019-2023

3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

✓	1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>	➔	Proceed with implementation of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u>	➔	COMPLETE SECTION 4: Complete action plan and finalise the EqHIA
	3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level	➔	Stop and remove the activity or revise the activity thoroughly. Complete an EqHIA on the revised proposal.

The comprehensive nature of the Commissioning Plan for Education Provision 2019-2023 means that the EIA is also at a strategic, rather than specific level. In broad terms, the plan should have positive impacts for all children and young people and provides an avenue through which our stakeholders can contribute to the principles & guidelines as set out; raise any issues and/or views regarding both current education provision and future commissioning proposals.

This assessment indicates that in line with our legal duties, the principles and planning guidelines, and thus commissioning decisions, would impact positively on particular protected characteristics namely; age, disability, gender and religion specifically where proposals are put forward to alter the existing nature of the education provision.

However, individual commissioning proposals will be subject to a separate EIA and appropriate guidelines will be in place to enhance potential positive impacts, address any potential discrimination and eliminate any negative impact that may arise from this.

4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer
Age	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	Autumn 2019	Pooneeta Mahadeo
Sex/gender	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	Autumn 2019	Pooneeta Mahadeo

Religion/faith	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	Autumn 2019	Pooneeta Mahadeo
Disability	Positive	Future consultations to enhance positive impact	Any individual proposals arising from the plan will be consulted upon and feedback taken into consideration before any commissioning decisions are made	Autumn 2019	Pooneeta Mahadeo

Add further rows as necessary

* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

** Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

Review: 3 Year

Scheduled date of review: September 2022

Lead Officer conducting the review: Pooneeta Mahadeo

Please submit the completed form via e-mail to EqHIA@havering.gov.uk thank you.

Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social services <input checked="" type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure