IMPORTANT NOTES:

1. **THIS FRONT SHEET IS AN ESSENTIAL PART OF THE EA** – COMPLETE THE TEMPLATE AND SUBMIT IT AS A SINGLE DOCUMENT.

2. **IN RARE CASES, WHEN COMPLETING THE ASSESSMENT IT MAY BECOME APPARENT THAT THE RECOMMENDATIONS WOULD LEAD TO UNLAWFUL DISCRIMINATION E.G. A PROPOSAL TO PAY MEN MORE THAN WOMEN. IF SO, STOP, RECONSIDER YOUR PROPOSAL AND SEEK ADVICE.**

THE HEAD OF SERVICE OR DIRECTOR WHO IS RESPONSIBLE FOR MEMBER LEVEL REPORTS MUST BE SATISFIED WITH THE FINALISED EQUALITY ANALYSIS AND FOR MAJOR PROPOSALS, IT IS SENSIBLE TO ENSURE YOUR LEAD MEMBER HAS BEEN CONSULTED.

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WALTHAM FOREST COUNCIL
FULL EQUALITY ANALYSIS (EA) TEMPLATE

**Decision** Admission Arrangements 2016-17

**Date** March 2015

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**What is an Equality Analysis (EA) for?**

The Council must have due regard to its Public Sector Equality Duty (PSED) when making decisions at member and officer level. An EA is the best method by which the Council can provide the evidential analysis to comply with the equality duty, particularly for major decisions. However, the level of analysis required should only be proportionate to the relevance of the duty to the service or decision. Some decisions will require detailed equality consideration, e.g. a decision on adult social care provision or reduction of grants to voluntary organisations, whereas the performance of other functions will have less of an equality impact, e.g. the appointment of committees where only a limited assessment is required. In rare cases, the Courts have said there may be no impact. If you think this may be the case, then you should undertake the EA screening process first to determine if you need to complete this full EA and have a rational basis for this conclusion.

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**What is the Public Sector Equality Duty (PSED)?**

The public sector equality duty (s.149, Equality Act 2010) requires the Council, when exercising its functions, to have “due regard” to the need to:

5. eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Act,

6. advance equality of opportunity between those who share a “protected characteristic” and those who do not share that protected characteristic and

7. foster good relations between persons who share a relevant protected characteristic and persons who do not share it (this involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding).

These are collectively referred to in this EA as the equality aims. Advancing equality (the second equality aim) involves having due regard, in particular, to the need to:

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people’s disabilities and
- Encouraging people from protected groups to participate in public life or in other activities where their participation in disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to “level the playing field” with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.
Fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding.

Protected Characteristics defined in the Act are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Marriage and civil partnership are also a protected characteristic for the first equality aim to eliminate discrimination.

To comply with the duty, the Council must have “due regard” to the three equality aims. This means the PSED must be considered as a relevant factor in a decision alongside other relevant matters such as budgetary, legal, economic and practical implications. What regard is “due” will depend on the circumstances of each proposal and importance of equalities to the decision being taken. Some key principles for compliance during the decision-making process are set out below:

1. The duty is mandatory and important and must be met by the decision-maker and not delegated.
2. EAs must be evidence based and accurate – negative impacts must be fully and frankly identified so the decision-maker can fully consider their impact.
3. There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
4. There must be compliance with the duty when proposals are being formulated by officers and then by members or officers when taking the decision: the Council cannot rely on an EA produced after the decision is made but sometimes a “provisional” EA is appropriate e.g. before consultation on a proposal.
5. Officers and members making a decision where there is an equality impact must give conscious and open minded consideration to the impact of the duty on the decision, e.g. be prepared to change or amend a decision although negative equalities impacts does not stop a decision being made (see 7).
6. The duty is not, however, to achieve the three equality aims but to take them into account when making the final decision – therefore, the duty does not stop difficult but justifiable decisions being made.
7. The decision maker may take into account countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities, e.g. financial targets, value for money or service needs.
8. The duty is ongoing: EAs should be reviewed over time and there should be evidence of how impact will be monitored after the decision.
9. The above is a general guide to this changing area of law. You should also refer to the Council’s EA Page http://forestnet.lbwf.gov.uk/index/residents-first/equalities/equality-analysis.htm for more detailed guidance, and specific advice from the Council’s Equalities Lead should be sought on complex issues.

What to do if your proposal is scheduled for Cabinet/Committee?

The EA should be appended to the Cabinet or Committee report and the key findings from it should be set out in the “Equalities Implications” section of the report. This will ensure that the decision-makers are made fully aware of any equality impacts and/or any mitigation action proposed prior to making a decision.

NOTE: Failure to complete an EA and implications section adequately or at all is likely to result in the deferral of consideration of the report as it places in doubt the legality and effectiveness of the overall decision.
1. **What is the Proposal?**

All admission authorities must determine their admission arrangements by 15 April every year, and must consult if there are any changes. The Admission Arrangements for 2016-17 are proposing changes to add a new oversubscription criteria to give priority to children of staff at the school, and to discontinue co-ordinating the allocations for the Federation of St Mary’s and St Saviour’s Primary Schools.

2. **What are the recommendations?**

Cabinet is recommended to approve the admission arrangements for community schools and voluntary controlled schools in Waltham Forest for 2016-2017.

3. **Who is affected by the Proposal?** Identify the main groups most likely to be affected by the recommendations, directly and indirectly.

The main groups most likely to be affected by the proposal are children of statutory school age, their parents and carers.

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**Additional Equalities Data (Service level or Corporate)** Include data analysis of the impact of the proposals

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

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**Key borough statistics:** The 2011 census shows that Waltham Forest has a population of 258,249. Broken down by broad age group, some 26.1% of the population (67,303) were aged 0-19, 35.8% (92,392) 20-39, 28.2% (72,988) 40-64 and 10% (25,566) were aged 65+. Compared to London and England and Wales Waltham Forest has a younger age profile with 8.1% of its population aged 0-4 and 26.1% 0-19 compared to 7.2% and 24.5% across London and England and Wales respectively. Those aged 20-39 (35.8%) constitute the same percentage of the population in Waltham Forest as across London as a whole (also 35.8%) compared to only 26.9% across England and Wales. Smaller proportions of the borough population are found in the 40-64 and 65+ age groups which constitute 28.2% and 10% compared to 32.7% and 16.4% across England and Wales. (Source: 2011 Census, Office for National Statistics). **Children in Care:** As at December 2012, we had 289 children in our care. 56% were male and 44% female. Most are in the 12-16 age bracket (35%) followed by 6-11 age group (24%). Ethnic breakdown - White: 42%; Black or Black British: 28%; Mixed race: 19%; Asian or Asian British: 6%; Other: 4%. **NB:** These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”. Ward based data is available here: [http://www.walthamforest.gov.uk/Pages/Services/statistics-economic-information-and-analysis.aspx?l1=100004&l2=200088](http://www.walthamforest.gov.uk/Pages/Services/statistics-economic-information-and-analysis.aspx?l1=100004&l2=200088)
**Age**

**What is the proposal’s impact on the equalities aims?** Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group more than the general population, including indirect impact

The service provides advantages to the 4-18 year age group, and those with parental/carer responsibilities for those pupils. The proposal maintains these advantages, and do not create any disadvantages. There are no direct disadvantages to other age groups.

There is no evidence to indicate that these proposed changes to the admission arrangements would have a negative impact on any particular age group, but if any evidence through monitoring appears to show a negative impact in any form, the LA will assess the situation further, and act accordingly.

The proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages. The proposal will not disadvantage users of this service, or this group.

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

Admission authorities are bound by legislation to comply with the School Admission Code, and the proposed changes observe this.

Monitoring will be conducted by the LA on a regular basis to ensure that the proposed changes to the admission arrangements do not have a negative impact on this particular protected group or the existing pupil population. If any adjustments are required, the LA will assess what needs to be put in place accordingly.

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**Disability**

**What is the proposal’s impact on the equalities aims?** Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group more than the general population, including indirect impact

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

Notes: These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under "additional equalities data".

**Key borough statistics:**

- **Recent data from the 2011/2012 Annual Population survey suggests there are 31,000 disabled people of working age (16-64) living in Waltham Forest of which around 16,000 are female and 15,000 male. This represents around 1 in 5 (20%) of the working age population, a higher rate than found across London (16.9%) though lower than that found in England (20.5%).**

- 2012 data finds that across the borough some 10,350 residents claim disability living allowance with rates tending to be higher in the southern and middle wards of the borough though this data should only be treated as a rough indicator of the prevalence of disability. As at January 2012, some 1,299 children and young people had a statement of Special Educational Needs in Waltham Forest.

Disability  Click and hover over the questions to find more details on what is required

**group more than the general population, including indirect impact**

The service provides advantages to this group. The proposal will maintain these advantages, meet the diverse needs of pupils and communities, without creating any disadvantages. There are no direct disadvantages to other groups who do not have a disability.

The proposals are in keeping with requirements of the Equality Act 2010 as will continue to ensure that pupils with disability or special education needs can be educated in mainstream primary school.

Admission of those children with an SEN statement is managed separately, and a number of schools offer a specific number of places for pupils with specific SEN needs.

Admission authorities are bound by legislation to comply with the School Admission Code, and the proposed changes observe this.

There is no evidence to indicate that these proposed admission arrangements would have a negative impact on any particular set within this group, but if any evidence through monitoring appears to show a negative impact in any form, the Council will assess the situation further, and act accordingly.

Pregnancy and Maternity  Double click here to show impact / Hide

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**Key borough statistics:** According to the 2011 census, 8.1% (20,839) of the Waltham Forest population is aged 0-4 compared to 7.2% across London and 6.2% across England and Wales. For those aged 0-1 these percentages are respectively 3.3% (Waltham Forest), 3% (London) and 2.5% (England & Wales).

The Total Fertility rate for Waltham Forest in 2011 is 2.69 (3rd highest across London) compared to a London and England figure of 1.99. The teenage pregnancy rate in Waltham Forest (2010) is 45.7 per 1,000 of the female population aged 15-17 compared with 37.1 across London and 35.5 across England and Wales. Source: 2011 Census, Conception statistics and Birth Summary Tables, Office for National Statistics.

**NB:** The total fertility rate measures the projected number of births born to a woman over her lifetime. These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data.”

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**Additional Equalities Data (Service level or Corporate)** Include data analysis of the impact of the proposals.

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

**What is the proposal’s impact on the equalities aims?** Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group more than the general population, including indirect impact

No specific disadvantage is expected to affect members of this group.

There is no evidence to indicate that these proposed admission arrangements would have a negative impact on any particular set within this group, but if any evidence through monitoring appears to show a negative impact in any form, the Council will assess the situation further, and act accordingly.

**What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?**

Admission authorities are bound by legislation to comply with the School Admission Code, and the proposed changes observe this.

Monitoring will be conducted by the LA on a regular basis to ensure that the
Pregnancy and Maternity  
Click and hover over the questions to find more details on what is required

would have a negative impact on the pregnancy and maternity group, nor the existing school population. If evidence through monitoring appears to show a negative impact in any form, the Council will assess the situation further, and act accordingly.

proposed changes to the admissions arrangements does not have a negative impact on this particular protected group or the existing pupil population. If any adjustments are required, the LA will assess what needs to be put in place accordingly.

Race  
Double click here to add impact / Hide

Check box if NOT applicable

Key Borough Statistics: According to 2011 census data Waltham Forest’s White British population is 92,999, 36% of the total borough population. All other ethnic groups constitute 64% of the population (165,250). Broken down by specified ethnicity: White Other (37,472/14.5%), Pakistani (26,347/10.2%), Black Caribbean (18,841/7.3%), Black African (18,815/7.3%), Indian (9,134/3.5%), Other Black (7,135/2.8%), Any other ethnic group (6,728/2.6%), Bangladesh (4,632/1.8%) and Chinese (2,579/1%). Note: The more detailed ethnicity breakdown goes into more detail and data for more recent arrivals includes: Polish (6,944/2.7%), Other Eastern Europe (6,020/2.3%) and Baltic states (3,011/1.2%). Data on arrivals from other countries over the last 8 years show that Poland, Pakistan and Lithuania have supplied the greatest number of migrants. (Source: 2011 Census, Office for National Statistics, Department for Work and Pensions)

NB: These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

Additional Equalities Data (Service level or Corporate)  Include data analysis of the impact of the proposals

Since the 2001 Census the proportion of White British/Irish residents has fallen from 58% to 38% in Waltham Forest, while the share of all other ethnic groups has increased. In comparison, the average proportion of White British/Irish residents in London is 47% and in England and Wales as whole it is 81%.

Most notably, the White Other group that includes arrivals from EU accession countries has more than doubled in the last decade from 6% to 15%. The population with an Asian background also increased from 15% to 21% as did the Black/Black British population (from 15% to 17%).

More than third of the Waltham Forest residents (37%) are born abroad. The largest migrant groups in Waltham Forest are from Pakistan (12,700 people), Poland (8,200) and Romania (4,300). The borough has the second largest proportion of Eastern Europeans across London – after Haringey – at 9%. It is twice the London average (4.5%) and substantially higher than in England and Wales (2%).

Although different areas within the borough have a different racial profile, the proposed admission arrangements will not disadvantage members within this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

What is the proposal’s impact on the equalities aims?  Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?
Race  Click and hover over the questions to find more details on what is required

group more than the general population, including indirect impact

This proposal will not disadvantage members of this group. Indeed this proposal will bring benefits to the group and the wider community as their needs can be properly supported.

The areas served by the school are ethnically diverse and many different languages are spoken by children in these schools. Admission to schools at any point must, by law, not be on the basis of, or reference to, the ethnicity of the children/young people in question.

There is no evidence to indicate that the proposed admission arrangements would have a negative impact on any racial group, nor the existing school population. If evidence through monitoring appears to show a negative impact in any form, the Council will assess the situation further, and act accordingly.

Admission authorities are bound by legislation to comply with the School Admission Code, and the proposed changes observe this.

Religion or Belief  Double click here to add impact / Hide

Key borough statistics: According to the 2011 Census the borough has 48.4% of its population stating their religion to be Christian, Muslim 21.9%, Hindu 2.3%, Jewish 0.5%, Sikh 0.5%, Buddhist 0.8% and other 0.4%. Some 18% of residents claimed no religion whilst 7.3% did not state an answer. The multi-faith nature of Waltham Forest is evidenced by more recent data which shows that Waltham Forest has around 150 Christian Churches, 16 Muslim Mosques, 4 Hindu Temples, 3 Jewish Synagogues, 1 Sikh Gurdwara and 1 Tao Temple. NB: These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

Additional Equalities Data (Service level or Corporate) Include data analysis of the impact of the proposals

The borough also has a diverse range of faith communities. Christianity remains the main religion, with 48% of residents identifying themselves as Christian. Although this has decreased from 57% in 2001, it is mostly due to increases in other groups as the absolute number of Christians has remained static. Almost a quarter of residents (22%) are Muslims (compared to 5% nationally), having increased from 15% since 2001. There has also been a small increase in the proportion of people who identify themselves as secular (15% to 18%).

Although some schools in the borough have a religious character, admission to these schools is open to pupils of all faiths, as described in their admissions criteria.

The admission arrangements in this proposal are applicable only to those schools for which the LA is the admissions authority. This does include voluntary controlled schools, and will be relevant for Chingford CofE Voluntary Controlled Primary School.
Religion or Belief  

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

The admission arrangements will continue to meet the needs of communities in the borough and meet the aspirations of all parents of a religious or non-religious background.

This proposal will bring benefits to this group and the wider community so their needs can be properly supported. This proposal is in keeping with requirements of the Equality Act 2010.

What is the proposal's impact on the equalities aims? Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group more than the general population, including indirect impact

This proposal will bring benefits to this group and the wider community so their needs can be properly supported. This proposal is in keeping with requirements of the Equality Act 2010.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

There will be no negative or disproportionate impact on specific groups due to the proposal. As the proposal does not seek to reduce provision of school with a religious character, it is felt that the proposal will not disadvantage any members of this group. There is therefore no substantive evidence to indicate that the proposed admission arrangements would have a considerable negative impact on any particular religious group (or those of no religion), nor the religious group(s) within the existing school population.

Any potential negative impact on this group will be monitored regularly from within schools and if evidence through monitoring appears to show a negative impact in any form, the school and Local Authority will assess the situation further, and act accordingly.

Monitoring will be conducted to ensure that the proposed admission arrangements does not have a negative impact on this particular protected group or the existing school populations.

Sex  

Double click here to add impact / Hide

Key borough statistics: The 2011 census put the gender split of Waltham Forest as Male: 128,970 (49.94%) and Female 129,279 (50.06%). (Source: 2011 Census, Office for National Statistics).

NB: These statistics provide general data for this protected characteristic. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

Check box if NOT applicable  

Sex  Click and hover over the questions to find more details on what is required
Sex  Click and hover over the questions to find more details on what is required
Additional Equalities Data (Service level or Corporate) Include data analysis of the impact of the proposals

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

What is the proposal's impact on the equalities aims? Look for direct impact but also evidence of disproportionate impact i.e. where a decision affects a protected group more than the general population, including indirect impact

No specific advantage or disadvantage is expected to affect members of this group. There is overall an equal split of gender at schools across the borough, and the proposed admission arrangements will not provide a higher benefit to any one gender group. There is therefore no evidence to indicate that the proposed admission arrangements would have a negative impact on any particular gender group, nor the gender group within the existing school populations.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

Any potential negative impact on this group will be monitored regularly from within schools and if evidence through monitoring appears to show a negative impact in any form, the school and Local Authority will assess the situation further, and act accordingly.

Monitoring will be conducted to ensure that the proposed admission arrangements does not have a negative impact on this particular protected group or the existing school population.

Sexual Orientation and Gender Reassignment  Double click here to add impact / Hide
Check box if NOT applicable

Key borough statistics: National estimates of LGBT population range from 0.3% to 10% using different measures. A study commissioned by Waltham Forest Council suggested the population to be somewhere between 7,000 to 10,000 people in 2007 (this is 4-6% of the adult population). The study also suggested that there may be at least 35 transgender individuals in the borough (Source: Measuring Sexual Identity – Office for National Statistics, Waltham Forest LGBT Matters). NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

In their dealings with pupils, parents/carers, staff and the wider community, all schools need to be – and are – mindful of their legislative duty in respect of actual or proposed gender reassignment, marital status, pregnancy/maternity, and sexual orientation of any current or potential staff, parents, pupils or governors. All state-financed schools within Waltham Forest have in place bullying policies which include provision relating to homophobic bullying, and are monitored on that basis.

This proposal will not disadvantage members this group. This proposal will continue to bring benefits to those in this group as well as the wider community as this proposal will continue to provide access to provision of education across the Foundation Stage, and all Key Stages.

What is the proposal's impact on the equalities aims? Look for direct impact but

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

Any potential negative impact on this group will be monitored regularly from within schools and if evidence through monitoring appears to show a negative impact in any form, the school and Local Authority will assess the situation further, and act accordingly.

Monitoring will be conducted to ensure that the proposed admission arrangements does not have a negative impact on this particular protected group or the existing school population.
**Sexual Orientation and Gender Reassignment**  
Click and hover over the questions to find more details on what is required

also evidence of *disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*

The proposal will continue to meet the needs of communities across the borough and will bring benefits to this group and the wider community so their needs can be properly supported. This proposal is in keeping with requirements of the Equality Act 2010.

There will be no negative or disproportionate impact on specific groups or LGBT users of this service due to the proposal.

**Marriage and Civil Partnership**  
Double click here to show borough wide statistics / hide statistics

<table>
<thead>
<tr>
<th>Key borough statistics:</th>
<th>NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>670 marriages registered in the borough and 32 Civil Partnerships</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>725 marriages registered in the borough and 27 Civil Partnerships</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>812 marriages registered in the borough and 25 Civil Partnerships</td>
</tr>
</tbody>
</table>

Additional Equalities Data (Service level or Corporate) *Include data analysis of the impact of the proposals*

N/A

What is the proposal’s impact on the equalities aims? *Look for direct impact but also evidence of disproportionate impact* i.e. where a decision affects a protected group more than the general population, including *indirect impact*

The proposal will continue to meet the needs of communities across the borough and will bring benefits to this group and the wider community so their needs can be properly supported. This proposal is in keeping with requirements of the Equality Act 2010.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

There is no evidence to indicate that this proposal would have a negative impact on LGBT users of this service, existing school populations or their parent/carers, but if evidence through monitoring appears to show a negative impact in any way, the Council will assess the situation further and appropriate action taken.
Additional Impacts on Advancing Equality & Fostering Good Relations

The proposal will not adversely affect any one group, but will continue to provide benefit to those groups who will be users of the schools.

The proposal will bring positive benefits to many of the protected groups who are affected by school places. Indeed, the proposal does not bring adverse disadvantages to any group. Therefore, no changes have been made to the original proposal as a direct result of the Equalities Assessment, as the advantages are so widespread across so many groups.

Are there any additional benefits or risks of the proposals on advancing equality and fostering good relations not considered above?

Schools have a central role to contributing to and fostering good relations and community cohesion. The proposed, improved school facilities are likely to allow further interaction between children and parents / guardians / carers from across the different protected equality characteristics.

What actions can be taken to avoid or mitigate any negative impact on advancing equality or fostering good relations not considered above?

There is no evidence to indicate that the proposal would have a negative impact on community cohesion or existing or potential school populations, but if evidence through monitoring appears to show a negative impact in any way, the Council will assess the situation further and appropriate action taken.

Key borough data: From our 2011 Cohesion Survey, a third of our respondents believe that differences are ‘definitely respected’. A further 46% believe this is the case most of the time, and just 6% feels this is not the case. By age group, a higher proportion of older residents feel differences are respected ‘definitely/most of the time’ (86% aged 66+ years). Residents with a disability are less likely to feel differences are respected (74%) than those without a disability (80%). The survey also shows that participation in community activity is 75% for Asian residents and residents in North Chingford (72%). Participation is lowest amongst South Chingford residents (63%).

NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposals – see below under “additional equalities data”.

See pages 1 and 2 for full details of these two aims. This section seeks to identify what additional steps can be taken to promote these aims or to mitigate any adverse impact. Analysis should be based on the data you have collected above for the 8 protected characteristics covered by these aims. Remember, marriage and civil partnership is not covered.
Consider the Guidance below and set out your conclusions from the equalities analysis of the 8 protected characteristics. If there are negative equalities impacts, but you think that the proposals should still proceed in the current or amended form, explain what the objective justification for this is, providing evidence as appropriate. If it is helpful, refer to other documents e.g. the Cabinet report. You may find it helpful to identify one of the 4 outcomes below as being closest to your current proposals. (Use your conclusions as a basis for the “Equalities Implications” in the Cabinet report.)

This analysis has concluded that...
This analysis has concluded that no major change is required when the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken. Where points have been raised, an action plan has been appended after this Assessment to address those issues.

The proposals do not have a negative impact on any of the Council’s protected equality groups and are therefore consistent with Outcome 1 below.

Outcome of Analysis  Check one that applies

☑ Outcome 1
No major change required when the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.

☐ Outcome 2
Adjustments to remove barriers identified by the assessment or to better advance equality. Are you satisfied that the proposed adjustments will remove the barriers identified?

☐ Outcome 3
Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality. In this case, the justification should be included in the assessment and should be in line with the duty to have ‘due regard’. For the most important relevant policies, compelling reasons will be needed. You should consider whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact.

☐ Outcome 4
Stop and rethink when an assessment shows actual or potential unlawful discrimination.

Signed off by Head of Service: __________________________ Name: __________________________ Date: __________________________