

## EQUALITY AND HUMAN RIGHTS IMPACT ASSESSMENT (EHRIA)

KEY DETAILS	
<b>Name of policy being assessed</b>	Proposal to build a new 315 place primary school in the Barugh Green area of Barnsley (within the central school place planning area) to open in September 2023
<b>Department and section</b>	School Admissions and Access Service, People Directorate, Barnsley Metropolitan Borough Council
<b>Name of lead officer/job title and others completing this assessment</b>	Beverley Sadler, Service Manager, School Admissions and Access
<b>Contact telephone numbers</b>	01226 773506
<b>Officers responsible for implementing this policy</b>	
<b>Date EHRIA assessment started</b>	6 <sup>th</sup> March 2020
<b>Date EHRIA completed</b>	27 <sup>th</sup> October 2020

## Section 1: Defining the Policy

<b>1</b>	<p><b>What is new or changed in this policy? What has changed and why?</b></p> <p>The proposal to build a new 315 place primary school (academy) in the Barugh area of Barnsley to open in September 2023. The academy is being established to serve the area and ensure sufficient school places resulting from residential developments within the area.</p> <p>The school is being funded using Section 106 monies from the above housing development and it is intended that the developer will provide the land and construct the school.</p> <p>This academy will have a positive impact for the new community evolving from the development; ensuring that high quality education and nursery provision is provided in addition to community resources.</p>
<b>2</b>	<p><b>Does this relate to any other policy within your department, the Council or with other partner organisations?</b></p> <p>The provision of a new primary school relates to the Local Authority's strategic duty to ensure the supply of sufficient school places; places of good quality, in the right area, at the right time.</p> <p>Information relating to the Authority's school organisation service can be found at <a href="https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-admissions-and-transfers/how-we-organise-school-places/">https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-admissions-and-transfers/how-we-organise-school-places/</a></p>
<b>3</b>	<p><b>Who are the people/groups (target groups) affected and what is the intended change or outcomes for them?</b></p> <p>Providing a new primary academy will ensure that the Local Authority can meet the demand for places in the area whilst providing greater local preferences for parents and pupils. A new school will also offer the opportunity to improve education generally within the community and the new development by strengthening local partnerships and collaborative working, and bringing new expertise and knowledge to the area.</p>

<b>4</b>	<b>Will the policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects?</b>		
		<b>Yes</b>	<b>No</b>
	Eliminate unlawful discrimination, harassment and victimisation	✓	
	Advance equality of opportunity between different groups	✓	
	Foster good relations between difference groups	✓	

## Section 2: Equality and Human Rights Impact Assessment (EHRIA) Screening

<b>A. Research and Consultation</b>			
<b>5</b>	Have the target groups been consulted about the following?	Yes	No
	a) Their current needs and aspirations and what is important to them;	✓	
	b) Any potential impact of this change on them (positives and negatives, intended and unintended);	✓	
	c) Potential barriers they may face	✓	
	All multi-academy trusts which serve Barnsley schools will be contacted by letter to advise that the Council is seeking Expressions of Interest from Academy proposers to establish a new primary school to serve the area in which the development is being undertaken. The DfE will work closely with the LA throughout the process.		

	All groups will also have the opportunity to submit views, concerns and feedback via the Local Authority Consultation prior to publication of the specification of the new free school.		
	<b>Attach specification, criteria and application when finalised</b>		
<b>6</b>	If the target groups have not been consulted directly, have representatives been consulted or research explored e. equality mapping	n/a	n/a
<b>7</b>	Have other stakeholder groups/secondary groups (eg. Carers of service users been explored in terms of potential unintended impacts?	✓	
	All groups will also have the opportunity to submit views, concerns and feedback via the Local Authority Consultation prior to publication of the specification of the new free school. Feedback gathered will be used to help formulate and finalise the final specification for a new school prior to its publication.		

B. Monitoring Impact			
9	Are there systems set up to:	Yes	No
	a) Monitor impact (positive and negative, intended and unintended) for different groups;	✓	
	b) Enable open feedback and suggestions from different communities	✓	
	<p>There will be regular meetings held with representatives from the successful academy, the developers of the housing site and the Local Authority to monitor the design, construction and progress.</p> <p>Upon completion of construction the Local Authority will undertake a champion role to monitor the progress of the school via Ofsted reports, Ofsted parent view, listen to family and community feedback and regular liaison with the successful Academy Trust.</p>		
If no to question 8 you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.			

C Potential Impact				
10	Use the table below to specify if any individuals or community groups who identify with any of the protected characteristics may potentially be affected by this policy and describe any positive and negative impacts, including any barriers			
		Yes	No	Comments
	Age	✓		Positive impact. The new school will also provide early years provision.
	Disability	✓		Positive impact. Disabled children in this area will have increased access to local school places. The new school will be single storey and will be fully accessible.
	Gender Reassignment	✓		Neutral impact. Support will be offered by the school regardless of gender reassignment and admission policies have purely objective criteria.
	Marriage and civil partnership	✓		Neutral impact. It is irrelevant whether parents are married or in a civil partnership for a child to be able to attend the school.
	Pregnancy and maternity	✓		Neutral impact.
	Race	✓		Neutral impact. Support will be offered by the school regardless of race.
	Religion or Belief	✓		Neutral impact. Support will be offered by the school regardless of religion or belief
	Sex	✓		Neutral impact. The school will be a mixed sex school and support will be offered by the school regardless of sex.
	Sexual Orientation	✓		Neutral impact. Support will be offered by the school regardless of sexual orientation.
	Other Groups eg. Rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	✓		Positive impact. Any group will not face barriers in accessing this school to receive high quality education.

	Community Cohesion	✓		Positive impact. The new school will provide community space to promote community cohesion.
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11	<p>Are the human rights of individuals <u>potentially</u> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics?</p> <p>Explain why you consider that any particular article in the Human Rights Act may apply to your policy/practice/function or procedure and how the human rights of individuals are likely to be affected below; (NB: include positive and negative impacts as well as barriers in benefiting from the above proposal).</p>			
		Yes	No	Comments
	<b>Part 1: The Convention – Rights and Freedoms</b>			
	Article 2: Right to Life		✓	
	Article 3: Right not to be tortured or treated in an inhuman or degrading way		✓	
	Article 4: Right not to be subjected to slavery/forced labour		✓	
	Article 5: Right to liberty and security		✓	
	Article 6: right to a fair trial		✓	
	Article 7: no punishment without law		✓	
	Article 8: right to respect for private and family life		✓	
	Article 9: right to freedom of thought, conscience, and religion		✓	
	Article 10: right to freedom of expression		✓	
	Article 11: right to freedom of assembly and association		✓	
	Article 12: right to marry		✓	
	Article 13: right not to be discriminated against		✓	

	<b>Part 2: The First Protocol</b>				
	Article 1: Protection of Property/peaceful enjoyment			Neutral impact.	
	Article 2: Right to education		✓	Positive Impact. Further enhancing the availability of high quality education within the area.	
	Article 3: Right to free elections			No impact.	
<b>Section 2</b>					
<b>D: Decision</b>					
12	Is there evidence or any reason to suggest that:  A) This policy could have a different effect or adverse impact on any section of the community; B) Any section of the community may face barriers in benefitting from the above proposal		Yes	No	Unknown
				✓	
				✓	
13	Based on the answers to the questions above, what is the likely impact of this policy?				
	Positive impact ✓	Neutral impact	Negative or unknown impact		
<b>Note: if the decision is 'negative impact' or 'impact not known' an EHRIA Report is required.</b>					
14	Is an EHRIA report required?	Yes	No	✓	

## Section 2: Completion of EHRIA Screening

Upon completion of the screening section of this assessment, you should have identified whether an EHRIA report is required for further investigation of the impacts of this policy.

**Option 1:** If you have identified that an EHRIA report is required, continue to Section 3 of this document.

**Option 2:** If there are no equality, diversity or human rights impacts identified and an EHRIA report is not required continue to Section 4 of this document.

## Section 3: Sign off and Scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your Departmental Equalities Group and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on the Council's website.

### Section 4

#### A: Sign Off and Scrutiny

Confirm, as appropriate, which elements of the EHRIA have been completed and are required for sign off and scrutiny.

**Equality and Human Rights Assessment Screening**



**Equality and Human Rights Assessment Report**



1<sup>st</sup> Authorised Signature (EHRIA Lead Officer – Bev Sadler)

*Beverley Sadler*

Date 27<sup>th</sup> October 2020



2<sup>nd</sup> Authorised Signature

(Claire Gilmore Head of Early Start Prevention & Sufficiency)

A handwritten signature in cursive script, appearing to read 'C Gilmore'.

Date: 26.10.2020