

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected eg equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups you consulted and their views. Consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

Section 1 – Equality analysis details

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	Schools Capital Programme Strategic Delivery Plan 2024/25 - 2025/26
Team/ Department	Strategy and Resources
Executive Director	Tony Theodoulou
Cabinet Member	Cllr Abdul Abdullahi
Author(s) name(s) and contact details	Neil Best Head of Education Strategic Resourcing & Partnerships neil.g.best@enfield.gov.uk Bob Seera Head of Capital Delivery bob.seera@enfield.gov.uk
Committee name and date of decision	Cabinet 12 June 2024
Date of EqIA completion	23 April 2024

Date the EqIA was reviewed by the Corporate Strategy Service	
Name of Head of Service responsible for implementing the EqIA actions (if any)	Neil Best Head of Education Strategic Resourcing & Partnerships
Name of Director who has approved the EqIA	

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

Section 2 – Summary of proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?

What are the reasons for the decision or change?

What outcomes are you hoping to achieve from this change?

Who will be impacted by the project or change - staff, service users, or the wider community?

The Schools Capital Programme addresses the Council's corporate landlord responsibilities to support and facilitate capital works to ensure the safety and wellbeing of pupils and staff. This includes works and services to maintain and improve the school's estate, meet the demand for additional Special Education Needs (SEN) Pupil Places and works that contribute to the decarbonisation of the school's estate in line with the Council's Climate Action Plan.

The positive impacts of the programme include:

- To increase the offer of pupil places for children and young adults, in particular those with SEND.
- To address the suitability and condition issues of the current buildings used for providing education to pupils.

Section 3 – Equality analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider care experience and socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (eg people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

Detailed information and guidance on how to carry out an Equality Impact Assessment is available [here](#). (link to guidance document once approved)

Age

This can refer to people of a specific age e.g. 18-year-olds, or age range e.g. 0–18-year-olds.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people of a specific age or age group (e.g. older or younger people)?

Please provide evidence to explain why this group may be particularly affected.

The schools will predominantly be used by pupils and staff. The age profile of school pupils ranges from 3- to 19-year-old.

The programme will positively benefit children and young people in education through the improvement of the availability of school places and the improvement and construction of school buildings.

Mitigating actions to be taken

As outlined in the report, the programme will deliver additional school classrooms, units and buildings that will increase the number of SEND pupil places available for primary, secondary and post 17 pupils across the Borough to help meet the demand and ensure more children with Special Needs have access to in borough quality education.

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-day activities.

This could include: physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people with disabilities?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit children and young people with special educational needs and disabilities through the improvement of the availability of school places, and the improvement and construction of school buildings.

Mitigating actions to be taken

As outlined in the report, the programme will deliver additional school classrooms, units and buildings that will increase the number of SEND pupil places available

across the Borough to meet demand and ensure more children and young people have benefit from SEND specific school adaptations in order to receive a quality education.

When undertaking condition based works across the existing schools estate, barriers to accessibility will be removed where they form part of the works.

All new buildings, extensions and significant refurbishments are designed to meet at minimum Part M of the Building Regulations.

Gender Reassignment

This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on transgender people?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group. The programme will positively benefit all regardless of their gender identity, through the improvement of the availability of SEND places and improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Marriage and Civil Partnership

Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, where-as a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people in a marriage or civil partnership?

Please provide evidence to explain why this group may be particularly affected.

There will be no differential impact on this group. The programme will positively benefit all regardless of whether they are married or in a civil partnership through the improvement of the availability of SEND places and improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Pregnancy and maternity

Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on pregnancy and maternity?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of whether they are pregnant or on maternity leave, through the improvement of the availability of SEND places and improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Race

This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people of a certain race?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of their ethnicity or nationality, through the improvement of the availability of SEND places and improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Religion and belief

Religion refers to a person's faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who follow a religion or belief, including lack of belief?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of their religion or belief, through the improvement of the availability of SEND places and the improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Sex

Sex refers to whether you are a female or male.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on females or males?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of their sex, through the improvement of the availability of SEND places, improvement, and construction of

school buildings.

Mitigating actions to be taken

N/A

Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a particular sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of their sexual orientation, through the improvement of the availability of SEND places and the improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Care Experience

This refers to a person who has spent 13 weeks or more in local authority care.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with care experience?

Please provide evidence to explain why this group may be particularly affected.

The programme will not negatively impact on young adults in care through the improvement of the availability of SEND places and the improvement and construction of school buildings.

Mitigating actions to be taken

N/A

Socio-economic deprivation

This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

The programme will positively benefit all regardless of their socio-economic status, through the improvement of the availability of SEND places and the improvement and construction of school buildings.

Mitigating actions to be taken.

N/A

Section 4 – Monitoring and review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

Annual review of programme delivery by Cabinet.

Section 5 – Action plan for mitigating actions

Any actions that are already completed should be captured in the equality analysis section above. Any actions that will be implemented once the decision has been made should be captured here.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
Programme delivery targets	Annual project and programme review	Bob Seera Head of Capital Delivery	April 2025		