

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 and 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.

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 1 – Equality Analysis Details

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	Winchmore School – Award of Contract – Construction of a new 2 storey Sixth Form building and Multi Use Games Area
Lead officer(s) name(s) and contact details	Allen Gibbons
Team/ Department	Schools Capital Delivery Team
Executive Director	Tony Theodoulou
Cabinet Member	Mahtab Uddin
Date of EqIA completion	23 February 2022

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 Delegated authority Report notes the approval to award a contract to Contractor 'A' and approves expenditure for the construction of a new 2 Storey, Sixth Form building and Multi Use Games Area at Winchmore High School. To provide teaching and learning accommodation on one school site and to offer up to 20 new pupil places for students with complex learning needs.

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 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, where possible, 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.

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.

11 to 16 -year-olds

Mitigating actions to be taken

To mark student transition into the Sixth Form, Winchmore School considers the creation of a separate Sixth Form autonomous teaching facility an essential part of the school future development. This facility will provide an environment appropriate to students' increased maturity. It would have a distinct identify and allow for all sixth form teaching activity to take place in a discrete self-contained area. This separation from 11-16 teaching is essential to allow for Sixth Form students to experience a different mix of learning approaches, including independent research and self-directed study that will ensure good preparation for further and higher education.

The school has strong links with Durants School and together the schools will offer up to twenty places for high achieving students with autism the opportunity of going onto Sixth Form.

The school will offer a wider range of sport and healthy living opportunities and to help deliver this initiative, a New Multi Use Games Area will be built offering a range of sporting activities regardless of the weather and will replace existing tennis courts on which the new 6th Form is to be built on.

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 strategy is positive in providing financial resources to improve accessibility of school buildings and grounds.

The key strategy is providing 20 additional special school places to the most vulnerable pupils who have complex learning needs.

The school follows the affirmative model of disability, and is committed to ensuring disabled staff and students are not disadvantaged physically or through stereotypes and medical model perceptions.

Over 10% of school students attending Winchmore receive SEN support with Durants School having 100% of its students with an EHCP. Enfield Send Data Analysis highlights that The ONSR indicates a continued increase in number of EHCPs for the academic year 2019-20. The percentage of pupils with: • an EHCP has risen to 3.3% of the total pupil population from 3.1% in 2019 and after remaining constant at 2.8% between 2007 to 2017. • SEN support has increased to 12.1% compared with 11.9% with the previous year.

The data collected highlighted the most common primary needs for pupils with:

- EHCPs: Autistic Spectrum Disorder (ASD) at 30%: an increase from 28% in January 2019, followed by Speech, Language and Communication Communications Needs (SLCN) at 15% the same as 2019;
- SEN support: SLCN at 24%, followed by moderate learning difficulty (MLD) at 21% down from 22% in 2019 and social emotional mental health (SEMH) at 19%. The 2020 data shows that Enfield's total pupil population decreased while at the same time there was a significant increase in the number of pupils with EHCPs but a slight reduction in pupils identified as SEN support. Table 2 provides a summary.

Table 2: Number of Pupils with EHCPs

ENFIELD	2015/16	2016/17	2017/18	2018/19	2019/20	Three Year Change (2017/18-2019/20)
Total Pupils	58929	59648	59750	59621	59260	-0.8%
Pupils with SEN Support	6483	6538	6210	6133	6040	-2.7%
% SEN Support	11.0%	11.0%	10.4%	10.3%	10.2%	
Pupils with EHCP/Statements	1350	1444	1659	1800	2230	34.4%
% EHCP/Statements	2.3%	2.4%	2.8%	3.0%	3.8%	

The data collected highlighted the most common primary needs for pupils with: • EHCPs: ASD at 30.3%: a slight decrease from 31.2% in 2019, followed by SLCN at 26.9% increasing from 25.6% in 2019; • SEN support was similar to 2019 with SLCN at 29.7% followed by SEMH at 23% and MLD at 19.1% up from 16.4% in January 2019. Further analysis of the data showed that Enfield's increase in the percentage of EHCPs across all phases and sectors was in line with the national trend. However, the percentage of pupils receiving SEND support in Enfield was

slightly higher than the national average.

The new build will have a positive impact on all stakeholders, as it will provide fit for purpose space and facilities that are adapted to meet the needs of our diverse young people. It build will provide access to IT systems through designated learning spaces as well as areas for relaxation and mindfulness. Therapeutic spaces are in place for students who require them with specialist professionals employed in this role.

The physical environment is hugely important to fostering a sense of belonging. To support this, the school ensures that rooms and buildings are accessible, and that accessibility information is always up-to-date and easily available to create a much more inclusive environment for disabled staff and students. Reasonable adjustments and specific resources (hearing loops, VOCAs, AACs etc) are available to all who may require them. Lift access and accessible toilets are available to support ease of access.

As the new build has been designed in partnership with Durants Special School for autistic learners, it reflects the principles of best practice in its strategy. For example, the plans include a specialist common room with life skills facilities, designated therapy rooms, break-away rooms and fit for purpose classrooms. These provide innovative teaching and learning spaces which offer a safe, stimulating and modern environment for young people with additional needs.

Mitigating actions to be taken

Improve the accessibility of school building and provide additional special school places. Lifts have been installed, accessible toilets, ramps, and across the school site door width have been widened.

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.

GIRES (Gender Identity Research and Education Society) estimate that in the UK around 650,000 people, 1% of the population, experience some degree of gender non-conformity. If these numbers are correct, and if Enfield's total population of 333,869 were exactly typical of that population, this will equate to 3,339 individuals

with some degree of gender non-conformity
 Staff, students and visitors who have transitioned (i.e. they live in a different gender to the one they were assigned at birth), are transitioning, or are thinking of transitioning need support and understanding from their cis gender colleagues (i.e. colleagues who continue to live in the gender they were assigned at birth). This is recognised by the school which goes to great lengths to support those in this position by using gender-neutral pronouns when unsure of someone's preferred pronouns and raising awareness of these considerations amongst the school community. The PSHE co-ordinator ensures this characteristic is embedded within the curriculum to raise awareness and understanding.

The new build will positively affect those under this characteristic by having the provision of gender-neutral toilets, and a safe, stimulating environment where diversity, respect and understanding is at the forefront.

Line Managers/team leaders will also ensure staff transitioning are supported in attending relevant appointments and in what and how information is communicated to colleagues.

Mitigating actions to be taken

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

No impact

Mitigating actions to be taken

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 new build will affect stakeholders positively on those who may need facilities to breastfeed and store milk following a period of maternity leave. This will also allow students in 6th form to continue their studies if pregnant or have had a baby.

Facilities such as small group rooms, elevators and accessible toilets will have a positive impact on pregnant or expecting individuals as they can reduce discomfort, provide safe spaces and provide easy access.

Mitigating actions to be taken

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

Enfield is an ethnically diverse borough
Census 2021 ethnicity data¹

¹ ONS, [Ethnic group: England and Wales, Census 2021](#)

Ethnicity	Estimated population size	Percentage of total population
Asian or Asian British	37,973	11.5%
Black, Black British, Caribbean or African	60,512	18.3%
Mixed or multiple ethnic groups	19,558	5.9%
White	171,884	52.1%
Other Ethnic Group	40,058	12.1%

Enfield is also one of the most highly deprived London boroughs. The ward (Winchmore Hill) contains relatively large numbers in the White British, White Irish and Greek Cypriot groups. As at the 2011 Census, the percentages of Black, Asian and Minority Ethnic Group (BAME) was 23.8% and Non-UK Born residents was 27.0%. The percentage of households without English as a first language was 8.1% Enfield Council's own 2019 estimates give the ward's BAME Group to be 18.6% of the total population.

https://www.enfield.gov.uk/data/assets/pdf_file/0013/13090/about-enfield-information-Winchmore-Hill.pdf

The new build will be positive in providing safe and fit for purpose school places regardless race or ethnicity. The existing school and new accommodation is intended for all.

Existing policies on Equal opportunities will extend to the new build as will the Schools ethos and values which enshrine the diverse nature of our community.

Mitigating actions to be taken
Safe fit for purpose school places

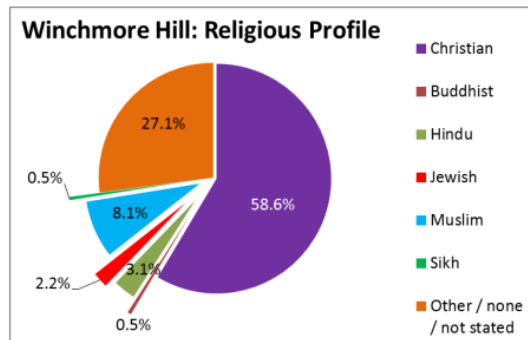
Religion and belief

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 new build will have a positive impact in providing safe and fit for purpose school places regardless of religion or belief.



The additional of the new build will provide additional prayer facilities/ space having a positive impact on students, staff, visitors and stakeholders. Dietary requirements are maintained by the schools catering contractor as it is important in providing a sense of belonging to staff and students. Reasonable adjustments and requirements are continuously monitored and reviewed to reflect the growing needs of our communities.

The impact of religious observance on different groups of students is also important, for example, exams timetabled during Ramadan, and events and seminars scheduled for Friday afternoons/evenings (when Jewish staff and students may be preparing for their Sabbath). These are mitigated through internal policy and procedures.

As UK religious holidays are based on the Christian calendar it is likely to be problematic for those who observe other religious festivals where they may need to take annual leave/miss class. The school already has procedures in place to identify religious observances and the management of potential absences which will extend to the new build.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different religious groups.

Updated policies and procedures that reflect the growing diverse community.

Sex

Sex refers to whether you are a man or woman.

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

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

Positive in providing safe and fit for purposes school places regardless of gender.

The population of Winchmore Hill Ward has increased by 2.6% since the 2011 Census. The percentages of male and female residents in Winchmore Hill ward are 50.1% and 49.9% respectively which reflects the demographic of the school (Girls on roll 48.2%/ Boys on roll 51.8%).

The New build will have a positive impact by providing a safe, stimulating and nurturing environment. School and LA policy is embedded to mitigate adverse effects on our community in relation to sex. The schools curriculum focuses on equality and diversity which aims to reduce stereotypes, bias and practice of discrimination based on sex.

A robust careers service run by the school supports students in their future development. Inequalities relating to occupational segregation are reduced through careful planning by the school to ensure equality of access for all regardless of sex. Occupations in a wide range of fields are promoted to all during careers fairs, work experience etc, with STEM subjects encouraged.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different religious groups and parental choice

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 school recognises that LGBTQ+ students, staff, visitors and stakeholders may feel the need to hide their identity in the school/ workplace. School policy and procedure enshrines the rights of individuals and those within the protected characteristics. The school has gone to great lengths to ensure pastoral, behavioural and emotional support is available to all. Advice and guidance can be given to any stakeholder at any time through dedicated and qualified counsellors, therapists and external professionals. The new build will have this extended upon it and provide a safe, fit for purpose environment regardless of sexual orientation or identity.

LGBTQ+ students who have been actively involved in LGBTQ+ societies and activities may also feel the need to decide whether to out themselves by including such experiences on their CV, or hiding them and not getting the credit for that work. Providing proactive advice on this or giving students the opportunity to consider this may be helpful.

The new build provides therapeutic space where professionals can support students, staff and stakeholders through various mediums such as Music Therapy and Dance and Movement therapy. Wellbeing support is embedded within the school through policy and practice. There is a dedicated space for wellbeing and the school has its own counselling service.

The school recognises that LGBTQ+ staff and students still face overt discrimination and violence, and homosexuality is still illegal in some countries. This is considered when planning overseas residential visits, conferences and research.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different identity groups and parental choice

Socio-economic deprivation

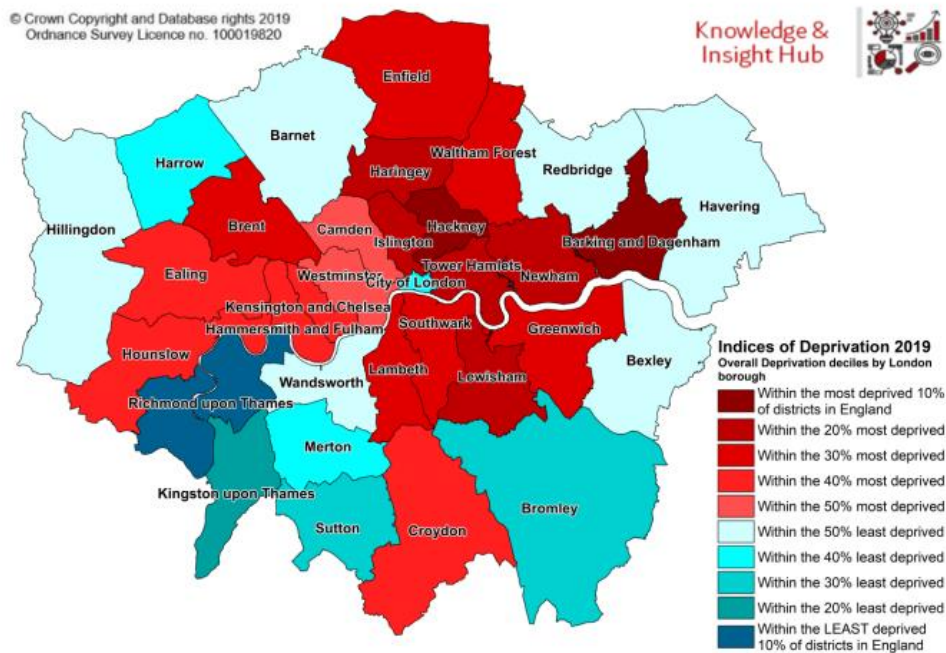
This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

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.

Enfield is one of the most highly deprived Outer London boroughs. In a Greater London context Enfield fares better than many inner London Boroughs, and is therefore ranked as the 14th most deprived London Borough, out of 32. Nationally, Enfield is ranked 64th most deprived out of the 326 local authority areas in England. <https://new.enfield.gov.uk/healthandwellbeing/wp-content/uploads/2017/03/Enfield-People.pdf>

The school itself has 16% students in receipt of free school meals (FSM) whilst Durants has 50.8%. the school seeks to reduce the barriers to achievement due to socioeconomic factors by utilising a range of initiatives from intervention groups, clubs and use of pupil premium funding, to mentoring, coaching and providing facilities/ opportunities that they may not have had the chance to experience yet. The new build will have a positive impact through improvement of school buildings and access to a modern learning facility designed to meet the needs of our growing and diverse community.



Mitigating actions to be taken.

Safe fit for purpose school places improving opportunities for children's education and academic achievement

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?

Monthly monitoring of individual project delivery. Annual review of programme delivery.

SECTION 5 – Action Plan for Mitigating Actions.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
Programme delivery targets	Monthly project monitoring. Annual project and programme review	Allen Gibbons	September 2023	£6.5 million	