

ANNEX C – Equalities Impact Assessment

City of York Council

Equalities Impact Assessment: Lease of Sanderson House to the University of York for the establishment of the Westfield Centre

Who is submitting the proposal?

Directorate:	Customer & Communities
Service Area:	Customer, Communities & Equalities
Name of the proposal:	Lease of Sanderson House to University of York for the establishment of the Westfield Centre
Lead officer:	Andrew Laslett
Date assessment completed:	<i>6 June 2023</i>
Names of those who contributed to the assessment: CYC Officers = Martin Kelly, Pauline Stuchfield, Laura Williams, Andy Laslett, David Smith UoY Officers = Rebecca Clark	

ANNEX C – Equalities Impact Assessment

Step 1 – Aims and intended outcomes

1.1	What is the purpose of the proposal? Please explain your proposal in Plain English avoiding acronyms and jargon.
	To allow the University of York to take control of Sanderson House for a five-year period and allow them to develop and launch the Westfield Centre* (a collaborative partnership programme), whilst allowing all existing users of the building to continue delivering current activities. *Westfield Centre is only a holding title for the projects name.
1.2	Are there any external considerations? (Legislation/government directive/codes of practice etc.)
	The current use of Sanderson House as a community centre and office base for a charity is a discretionary service by the Council, with no legislative directive.
1.3	Who are the stakeholders and what are their interests?
	As a local community centre in Chapelfields the identified stakeholders are: <ul style="list-style-type: none">▶ All residents in the local area of Chapelfields who might access this centre to use the activities being provided by third parties or to hire the centre for private use.▶ Chapelfields Community Association as they operate the drop in community hub once a week.▶ All advice partners (Citizens Advice Bureau, public health, CYC housing) that support residents who attended the community hub sessions to provide specific advice on topics such as financial inclusion, debt, cost of living support, health and housing.▶ Accessible Arts Media are based on the first floor as an office base for their charity.▶ Gateway Church Youth Group, who provided weekly drop in youth activities.

ANNEX C – Equalities Impact Assessment

1.4	What results/outcomes do we want to achieve and for whom? This section should explain what outcomes you want to achieve for service users, staff and/or the wider community. Demonstrate how the proposal links to the Council Plan (2019- 2023) and other corporate strategies and plans.
	<p>The main outcome is to improve public access and use of Sanderson House for community benefit. The current levels of regular use are very low with up to 7 hours of public use per week:</p> <ul style="list-style-type: none">▶ 3 hours for the community hub run by the Chapelfields Community Association (CCA) – free hire▶ 2 hours for Bingo run by the Chapelfields Community Association (CCA) – free hire▶ 2 hours for Gateway Youth Club – small hire fee. <p>The Council also have a desire to see community assets under community control and this links to the Council Community Asset Transfer policy. The Council has successfully worked with community groups to take control of their local community asset and over time build a vision, business plan and resources to take over the running of the building and programmes. This allows the local community to direct the offer in response to what local needs or strengths are.</p> <p>By the Council leasing Sanderson House to the University of York to set up the Westfield Centre, this will transform the resources available to staff and programme Sanderson House to ensure the use is being maximised. The Westfield Centre vision has been clearly set out by the partnership coordinated by the University below.</p> <p>The Westfield Centre Proposal</p> <p>The Westfield Centre proposal is a collaborative ambition created in partnership with York High School, Westfield Primary Community School, UoY and City of York Council.</p>

ANNEX C – Equalities Impact Assessment

The vision is to establish a community learning centre in Westfield to provide a safe space for children and young people to learn and grow and for adults to connect, access support and take part in lifelong learning or training.

The paper at Annex A of the Executive report sets out the proposal in detail written by the Head of Access and Outreach for UoY.

The UoY proposes a £2.25m investment through philanthropic donations, in addition to substantial in-kind contribution through staff time and access to facilities across Higher York, local employers and local cultural and heritage organisations, be invested in the Westfield Centre to benefit the whole community. Some examples are:

- Open the centre five days a week from 8.30-7pm
- A dedicated Centre Manager and staff team
- Help raise attainment, improve attendance
- Facilitate a return to learning for adults, alongside community support and connections
- Focus on improving well-being and mental health
- Allow existing community provision to continue such as the Community Hub (3 hours), Bingo (2 hours) and Youth Club activity (2-3 hours), with the Westfield Centre activities fitting around these activities.

The Westfield Centre is a natural fit with the Council's communities team's ethos of working in a strengths-based way and supporting communities to thrive. It is also worth highlighting the proposed governance arrangement allows for a 'Community Advisory Group' that will ensure the voice of local community groups and stakeholders who live in the area can influence the establishment of the centre and a 'Local Residents Group' and 'Young Influencers Group' with representatives from local adults and young people who live and

ANNEX C – Equalities Impact Assessment

go to school in the area. These groups will seek to include representatives from all characteristic backgrounds.

From an education perspective this is an innovative project to raise the ambition and aspirations of children who are severely disadvantaged through intergenerational poverty. The project compliments several other local authority strategies aimed at closing the gap in educational achievement and related health disparities into adult life. The investment and collaboration of third-party donors brought together by the UoY raises awareness and interest for these critical issues beyond the confines of public services which is greatly welcomed. The project has full support of senior officers within Children & Education Services.

Financial Inclusion Strategy

The overarching principles of the strategy which would be met by this work if the lease is granted is:

- **listening to people with lived experience** through for example the Poverty Truth Commission and coproduction to drive policy direction;
- ensuring local responses to poverty **work towards long-term strategic responses to tackling the causes of poverty**, rather than only addressing immediate or emergency needs;
- **inclusion for all**. We will seek to eliminate the disproportionate impact of poverty on, for example, black & minority ethnic communities, disabled people, carers and older people. Equalities impacts will be tackled, and barriers removed by clear actions not words;
- **working with families and their wider networks** to reduce poverty and the impact of it on children's lives to ensure children get the best start in life;

Step 2 – Gathering the information and feedback

EIA 11/2020

ANNEX C – Equalities Impact Assessment

2.1	<p>What sources of data, evidence and consultation feedback do we have to help us understand the impact of the proposal on equality rights and human rights? Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, the views of equality groups, as well your own experience of working in this area etc.</p>
Source of data/supporting evidence	Reason for using
<p>IntoUniversity</p>	<p>The Centre is inspired by IntoUniversity, a charity with over 20 years of experience delivering 35 learning centres across the UK. Their first centre opened in 2002, led by two youth workers as a local response to the needs of the people they supported through an evening youth group. Now supporting over 40,000 young people each year, across 35 centres nationwide, they have a proven track record of becoming integral parts of communities experiencing some of the largest levels of deprivation in the country, supporting families facing innumerable barriers gaining skills and qualifications, accessing well paid and secure employment, and building stable and safe home lives.</p> <p>Each centre operates much like the first, as a local hub for young people, providing children the opportunity to become who they want to be, despite the circumstances in which they happen to have been born. The IntoUniversity team is driven by a firm belief in the talent of every young person, believing that, with support, every young person can access fulfilling careers. Working with university and corporate partners, and a network of over 1600 volunteers, IntoUniversity provides less advantaged children, from the age of seven onward, with a safe space for after school study, inspirational mentoring programmes, exciting academic enrichment workshops, careers insight opportunities and much more.</p>
<p>Impact Report by IntoUniversity</p>	<p>A report released in 2022 looking at the analysis of the impact that a centre like Westfield Centre can have on academic achievement by young people who engage with the project.</p>
<p>Evaluation of the impact report by Datalab</p>	<p>Evaluation of the impact of IntoUniversity’s Academic Support on Key Stage 2 attainment Report from FFT Education Datalab:</p>

ANNEX C – Equalities Impact Assessment

	<p>IntoUniversity’s Academic Support is a holistic programme for primary and secondary students from disadvantaged backgrounds. Students are supported to develop social, emotional and study skills, as well as receiving help with homework, coursework, literacy and numeracy. This report focuses on the impact of this support on Key Stage 2 attainment, specifically scaled scores in reading and maths in national statutory tests. They used data from the National Pupil Database to compare the performance of IntoUniversity pupils who completed Key Stage 2 between 2016 and 2019 to the performance of those in a matched comparison group. They looked at how the impact of the programme varied with respect to dosage; that is, by how much a pupil had engaged with the programme, in this case measured by the number of sessions attended. They also looked at how impact varied with respect to the length in time over which a pupil engaged with the project, measured by the number of terms over which a pupil received support.</p>
The University of York has carried out significant consultation	<p><i>Partnerships and Collaboration</i></p> <p>Although the Westfield Centre initiative is coordinated by the University of York, it is a collaboration driven by key stakeholders in the area and will become increasingly collaborative as residents and young people are asked to join the partnership as critical friends. The University of York brings to the project significant investment in the form of staff time, convening powers and fundraising networks. The University will continue to oversee the centre and take responsibility for ensuring the centre delivers on the objectives set out. However, the centre will not be branded with University logos. It will have a distinct name, logo and brand and feature thanks to all partners and supporters.</p> <p>The following organisations and people have been involved in conversations about the centre so far:</p> <ul style="list-style-type: none">➤ Focus groups, interviews and questionnaires completed by over 250 pupils so far from Westfield Primary School and York High School➤ SLT members of local schools (York High School, Westfield Primary School, Southbank Multi Academy Trust, Hob Moor Primary School, Carr Junior Primary School, Danesgate School, Ebor School Sport Partnership)

ANNEX C – Equalities Impact Assessment

	<ul style="list-style-type: none">➤ Council staff for community, children, education services and family learning➤ Local police (PCSO & local Sgt) and Youth Justice Service➤ Explore York, York Cares, Gateway Centre, York CVS, Inspired Youth, The Island, Inspired Choices, Joseph Rowntree Foundation, Merchant Adventurers, Accessible Arts Media, Energise, local employers (Aviva, Nestle), York Museums Trust, Make It York, Reach, York St John University, York College and Askham Bryan College➤ Local Ward Councillors have also been involved in conversations about the centre throughout development (pre-local elections) and will be a key part of developments and oversight going forward➤ Chair of the Chapelfields Community Association has met with the project lead twice and has been invited to a stakeholders event, with open invitation to invite other residents (transport provided). The primary school's full governing body has also been involved through updates from the project lead. <p>Partnerships will become more formalised and a governance structure will ensure that key stakeholders are formally involved in the development and management of the centre once implemented.</p>
Health & Wellbeing Strategy:	<p>Health & Wellbeing Strategy: https://democracy.york.gov.uk/documents/s163765/Annex%20Dii%20Health%20and%20Wellbeing%20Strategy%20Equalities%20Impact%20Assessment.pdf</p> <p>Health of our children varies across our city. 19.1% of children (approximately 550 children) in Westfield ward are in poverty (IMD Income Deprivation Affecting Children), one in four pregnant mothers smoke, 43% of children are living with an unhealthy weight, rates of breastfeeding are lower than the city average, whilst under 5s unplanned hospital admissions are higher than average.</p>

ANNEX C – Equalities Impact Assessment

	<p>Working closely with communities in this part of the city will bring with it opportunities to improve population health and wellbeing and tackle health inequalities, which could include:</p> <ul style="list-style-type: none"> - better integration and reach of the core 0-19s offer (health visiting and school nursing) - opportunities to help support family health, eg through the HENRY approach to nutrition and healthy weight, through physical activity interventions, and through work led by the CYC Health Trainer service around smokefree homes and helping reduce the number of children taking up vaping - the health benefits of engaging and empowering communities, raising educational attainment and tackling poverty and financial exclusion
Any consultation done with equalities groups or human right groups?	The decision to grant the lease or subject it to further public consultation than that undertaken by the University in developing the project will need to be considered based on the assessments below. The project itself is likely to have significant equalities benefits for a range of groups.

Step 3 – Gaps in data and knowledge

3.1	What are the main gaps in information and understanding of the impact of your proposal? Please indicate how any gaps will be dealt with.	
Gaps in data or knowledge	Action to deal with this	
CYC resident feedback on transfer of lease over a long-term period	Undertake consultation in the local area.	

ANNEX C – Equalities Impact Assessment

Step 4 – Analysing the impacts or effects.

4.1	<p>Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the proposal offers opportunities to promote equality and/or foster good relations.</p>		
Equality Groups and Human Rights.	Key Findings/Impacts	Positive (+) Negative (-) Neutral (0)	High (H) Medium (M) Low (L)
Age	<p>The Council’s action in leasing Sanderson House to the University of York for the establishment of the Westfield Centre will have a positive impact on all people of all ages as the current services and activities are protected and will continue to operate. The project will have the resources to maximise access for tailored activities in direct response to residents’ voices heard through the ‘Local Residents Group’ and ‘Young Influencers Group’. In addition, the Westfield Centre will be working with key stakeholders (including local primary and secondary schools) to reach those who will most benefit, including families of children identified.</p>	+	M

ANNEX C – Equalities Impact Assessment

Disability	<p>The Council’s action in leasing Sanderson House to the University of York for the establishment of the Westfield Centre will have a positive impact on all people with a disability as the current services and activities are protected and will continue to operate.</p> <p>The project will have the resources to maximise access for tailored activities in direct response to residents’ voices heard through the ‘Local Residents Group’ and ‘Young Influencers Group’. This will include the ability to make all reasonable adjustments required to ensure activities are available to all.</p> <p>Consultation can also be taken via the York Access Forum.</p>	+	L
Gender	No overall Impact	0	L
Gender Reassignment	No overall impact	0	L
Marriage and civil partnership	Single people and those with children are likely to be affected more than most, based on national and local data which can have an impact on child poverty - granting the lease for this project will support those children.	0	M
Pregnancy and maternity	Pregnancy can increase costs and therefore impact on the financial position of the family and its ability to support children long term out of poverty and resulting impacts on education.	0	L
Race	There is data to suggest people with a BAME background are impacted by poverty to a greater extent and therefore access to educational opportunity in a deprived area may be	0	M

ANNEX C – Equalities Impact Assessment

	more challenging. Granting the lease for this project will support those children and young people. It is important that the project reaches those from minority groups.		
Religion and belief	No overall impact	0	L
Sexual orientation	No overall impact	0	L
Other Socio-economic groups including :	Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?		
Carers	<p>Low income and young carers are likely to be key criteria for activities with monitoring used to determine whether the centre provides a much-needed resource to under-represented and less advantaged groups or provides an additional layer of resource to already advantaged peoples.</p> <p>The lease decision will unlock the funding and resources in kind for the facility in the Westfield area</p>	+	M
Low income groups	<p>The target audience for the Centre are those from low socio-economic backgrounds, or experienced disadvantage in their access to opportunities and education to limit their ability to reach their full potential.</p> <p>The lease decision will unlock the funding and resources in kind for the facility in the Westfield area</p>	+	M

ANNEX C – Equalities Impact Assessment

Veterans, Armed Forces Community	<p>While serving members of the Armed Forces are less likely to be living in poverty, veterans are often in the lower socio-economic group. In addition, children of serving forces are often at a disadvantage educationally due to the impact of regular school moves and parents being away for extended periods of time.</p> <p>The lease decision will unlock the funding and resources in kind for the facility in the Westfield area</p>		
Other	<i>None</i>		
Impact on human rights:			
List any human rights impacted.	<p>Granting the lease and supporting the project will positively impact on the following:</p> <ul style="list-style-type: none"> - Right not to be treated in an inhuman or degrading way (addressing stigma, isolation, life chances and educational attainment) - Right to life (addressing impact of health inequalities shortening life expectancy) - Right not to be discriminated against in relation to any of the human rights 	+	H

Use the following guidance to inform your responses:

ANNEX C – Equalities Impact Assessment

Indicate:

- Where you think that the proposal could have a POSITIVE impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the proposal could have a NEGATIVE impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this proposal has a NEUTRAL effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a proposal may be highly relevant to one aspect of equality and not relevant to another.

High impact (The proposal or process is very equality relevant)	There is significant potential for or evidence of adverse impact The proposal is institution wide or public facing The proposal has consequences for or affects significant numbers of people The proposal has the potential to make a significant contribution to promoting equality and the exercise of human rights.
Medium impact (The proposal or process is somewhat equality relevant)	There is some evidence to suggest potential for or evidence of adverse impact The proposal is institution wide or cross-Unit, but mainly internal The proposal has consequences for or affects some people The proposal has the potential to make a contribution to promoting equality and the exercise of human rights
Low impact	There is little evidence to suggest that the proposal could result in adverse impact

ANNEX C – Equalities Impact Assessment

(The proposal or process might be equality relevant)	The proposal operates in a limited way The proposal has consequences for or affects few people The proposal may have the potential to contribute to promoting equality and the exercise of human rights
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Step 5 - Mitigating adverse impacts and maximising positive impacts

5.1	Based on your findings, explain ways you plan to mitigate any unlawful prohibited conduct or unwanted adverse impact. Where positive impacts have been identified, what is been done to optimise opportunities to advance equality or foster good relations?
A significant amount of community and stakeholder engagement will take place, including the opportunity to influence the centre's activity. This will give CYC and the University the chance to widely share the positive impacts in this report. The intention is for the centre to have a strong relationship with the local community. Creating opportunity and raising aspiration will be integral to the centre.	

Step 6 – Recommendations and conclusions of the assessment

6.1	Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:
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ANNEX C – Equalities Impact Assessment

- **No major change to the proposal** – the EIA demonstrates the proposal is robust. There is no potential for unlawful discrimination or adverse impact and you have taken all opportunities to advance equality and foster good relations, subject to continuing monitor and review.

- **Adjust the proposal** – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.

- **Continue with the proposal** (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty

- **Stop and remove the proposal** – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the proposal altogether. If a proposal leads to unlawful discrimination it should be removed or changed.

Important: If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.

Option selected	Conclusions/justification
Continue with the proposal	The proposal to enter into a five year lease agreement is intended to support a project which will unlock support, potential and opportunity for those from the most financially disadvantaged backgrounds in an area of deep deprivation. Whilst more consultation can be done with the community regarding the decision to grant the lease – poverty affects all those with other protected characteristics in a deeper way – those who are disabled, BAME groups, carers for example face greater complexities and so from an equalities perspective the impact of this report is positive.

ANNEX C – Equalities Impact Assessment

Step 7 – Summary of agreed actions resulting from the assessment

7.1 What action, by whom, will be undertaken as a result of the impact assessment.			
Impact/issue	Action to be taken	Person responsible	Timescale
Ensuring the most disadvantaged groups are being served by the centre	Further consultation with a range of groups (including BAME, York Access Forum, Armed Forces Community)	Andrew Laslett in consultation with UoY and local schools	By Autumn 2023

Step 8 - Monitor, review and improve

8.1	How will the impact of your proposal be monitored and improved upon going forward? Consider how will you identify the impact of activities on protected characteristics and other marginalised groups going forward? How will any learning and enhancements be capitalised on and embedded?
	CYC involvement in the governance structure of the partnership and monitoring of outcomes. There will also be annual reports to Portfolio Holder's decision session