



The 'Better Decision Making' tool has been designed to help you consider the impact of your proposal on the health and wellbeing of communities, the environment, and local economy. It draws upon the priorities set out in our Council Plan and will help us to provide inclusive and discrimination-free services by considering the equalities and human rights implications of the decisions we make. The purpose of this tool is to avoid decisions being made in isolation, and to encourage evidence-based decision making that carefully balances social, economic and environmental factors, helping us to become a more responsive and resilient organisation.

The Better Decision Making tool should be used when proposing new projects, services, policies or strategies, or significant amendments to them. The tool should be completed at the earliest opportunity, ideally when you are just beginning to develop a proposal. However, it can be completed at any stage of the decision-making process. If the tool is completed just prior to the Executive, it can still help to guide future courses of action as the proposal is implemented.

**The Better Decision Making tool must be attached as an annex to Executive reports. A brief summary of your findings should be reported in the One Planet Council / Equalities section of the report itself.**

Guidance to help you complete the assessment can be obtained by hovering over the relevant question.

Please complete all fields. If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'.

## Introduction

|   |                                    |
|---|------------------------------------|
| <b>Service submitting the proposal:</b>                       | School Services                    |
| <b>Name of person completing the assessment:</b>              | Ali Kelly                          |
| <b>Job title:</b>   | School Planning Officer            |
| <b>Directorate:</b>   | Education, Children & Young People |
| <b>Date Completed:</b>  | 07/10/19                           |
| <b>Date Approved</b> (form to be checked by head of service): |                                    |

## Section 1: What is the proposal?

|     |   |
|-----|---|
| 1.1 | <b>Name of the service, project, programme, policy or strategy being assessed?</b><br>Archbishop Holgates - Expansion   |
| 1.2 | <b>What are the main aims of the proposal?</b><br>to provide a 3 storey classroom block and associated specialist facilities at Archbishop Holgate's School. Increase the planned admission number from 240 to 300. |
| 1.3 | <b>What are the key outcomes?</b><br>Enable the council to meet its statutory responsibility to provide sufficient school places.   |

## Section 2: Evidence

|     |   |
|-----|---|
| 2.1 | <b>What data / evidence is available to support the proposal and understand its likely impact?</b> (e.g. hate crime figures, obesity levels, recycling statistics)<br>Projections have indicated that work is now required to add additional school places across several areas of the city, particularly at Secondary School level. Deficit places of between 80 and 160 pupil places are forecast in Years 7 – 13 places for the next 7 years for the East York School Planning Area . This planning area has only one secondary catchment area, which is for Archbishop Holgate's CE School. |
| 2.2 | <b>What public / stakeholder consultation has been undertaken and what were the findings?</b><br>The Academy Trust has started a consultation process with parents of the school, have the support of the Diocese and Trustees, and are awaiting approval from the Regional School's Council (RSC) which is expected on 25th October 2019.  |

|     |   |
|-----|---|
|     | <b>Are there any other initiatives that may produce a combined impact with this proposal? (e.g. will the same individuals / communities of identity also be impacted by a different project or policy?)</b> |
| 2.3 | No  |



**Section 3: Impact on One Planet principles**

Please summarise any potential positive and negative impacts that may arise from your proposal on residents or staff.  
This section relates to the impact of your proposal on the ten One Planet principles.

For 'Impact', please select from the options in the drop-down menu.  
If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'.

**Equity and Local Economy**

| Does your proposal? |   | Impact  | What are the impacts and how do you know?   |
|---------------------|---|---------|---|
| 3.1                 | <b>Impact positively on the business community in York?</b>   | Neutral | There will be no impact on the business community in York   |
| 3.2                 | <b>Provide additional employment or training opportunities in the city?</b>                             | Neutral | The substantial investment in this scheme will allow pupils to access significantly improved facilities, enable the school to deliver a wider and more varied curriculum, providing pupils upto the age of 18 access to state of the art facilities and widening their educational opportunities. |
| 3.3                 | <b>Help improve the lives of individuals from disadvantaged backgrounds or underrepresented groups?</b> | Neutral | The new and refurbished facilities will ensure that the school can continue to deliver a full and varied curriculum model across all subjects for the benefit of students within the school catchment area.   |

**Health & Happiness**

| Does your proposal? |  | Impact   | What are the impacts and how do you know?   |
|---------------------|--|----------|---|
| 3.4                 | <b>Improve the physical health or emotional wellbeing of residents or staff?</b> | Positive | Use of off-site sports facilities at David Lloyd Sports Village protects the school playing fields and natural environment. This and the extension of existing changing rooms also provides students with a much improved facility to enjoy outdoor sports. Although the facilities are off-site, they are within walking distance of the school. |
| 3.5                 | <b>Help reduce health inequalities?</b>  | Neutral  |   |
| 3.6                 | <b>Encourage residents to be more responsible for their own health?</b>          | Positive | the use of off site sports facilities and the extension of existing changing rooms will increase the opportunity for outdoor sports and encourage pupils to be more responsible for their own health.   |
| 3.7                 | <b>Reduce crime or fear of crime?</b>  | Neutral  |   |
| 3.8                 | <b>Help to give children and young people a good start in life?</b>              | Positive | This scheme will allow pupils to access significantly improved facilities, enable the school to deliver a wider and more varied curriculum, providing pupils with access to state of the art facilities and helping to give children and young people a good start in life.   |

**Culture & Community**

| Does your proposal? |   | Impact   | What are the impacts and how do you know?  |
|---------------------|---|----------|--|
| 3.9                 | <b>Help bring communities together?</b>   | Positive | This scheme will ensure that all eligible pupils are able to access their community school   |
| 3.10                | <b>Improve access to services for residents, especially those most in need?</b> | Positive | This scheme will ensure that all eligible pupils in the local catchment area are able to access their local school   |
| 3.11                | <b>Improve the cultural offerings of York?</b>                                  | Positive | This proposal will continue to ensure through its varied curriculum that the school contributes to the cultural offerings available in York or help signpost residents or staff to cultural events and activities. |
| 3.12                | <b>Encourage residents to be more socially responsible?</b>                     | Neutral  |  |

**Zero Carbon and Sustainable Water**

| Does your proposal? |  | Impact   | What are the impacts and how do you know?  |
|---------------------|--|----------|--|
| 3.13                | <b>Minimise the amount of energy we use and / or reduce the amount of energy we pay for?</b> E.g. through the use of low or zero carbon sources of energy? | Positive | by creating an energy efficient building, minimising energy and water use and maximising renewable energy. |
| 3.14                | <b>Minimise the amount of water we use and/or reduce the amount of water we pay for?</b>   | Positive | by creating an energy efficient building, minimising energy and water use and maximising renewable energy. |

#### Zero Waste

| Does your proposal? |   | Impact   | What are the impacts and how do you know?   |
|---------------------|---|----------|---|
| 3.15                | <b>Reduce waste and the amount of money we pay to dispose of waste by maximising reuse and/or recycling of materials?</b> | Positive | The school will be required to encourage the design team to create a development in line with One Planet York and ensure the contractor to fulfil their sustainable regulatory obligations to reduce waste by maximising reuse or recycling of materials. |

#### Sustainable Transport

| Does your proposal? |  | Impact   | What are the impacts and how do you know?   |
|---------------------|--|----------|---|
| 3.16                | <b>Encourage the use of sustainable transport, such as walking, cycling, ultra low emission vehicles and public transport?</b> | Positive | The school will be encouraged to provide a vehicular access design solution and Travel Plan that prioritises, promotes and incentivises the use of sustainable modes of travel such as cycling once the project is complete. Procurement of a local contractor will also be encouraged to reduce travel distances throughout the building contract. |
| 3.17                | <b>Help improve the quality of the air we breathe?</b>   | Positive | As above.   |

#### Sustainable Materials

| Does your proposal? |  | Impact | What are the impacts and how do you know?   |
|---------------------|--|--------|---|
| 3.18                | <b>Minimise the environmental impact of the goods and services used?</b> |        | the development will as much as possible use goods from sustainable sources within the design and build, and where possible, sourcing locally of the development. |

#### Local and Sustainable Food

| Does your proposal? |  | Impact  | What are the impacts and how do you know?  |
|---------------------|--|---------|--|
| 3.19                | <b>Maximise opportunities to support local and sustainable food initiatives?</b> | Neutral | the project will not impact positively or negatively on the support of local and sustainable food initiatives. |

#### Land Use and Wildlife

| Does your proposal? |   | Impact   | What are the impacts and how do you know?  |
|---------------------|---|----------|--|
| 3.20                | <b>Maximise opportunities to conserve or enhance the natural environment?</b> | Positive | will make use of a MUGA at David Lloyd Sports Centre rather than impacting or building a 3G pitch on the schools existing natural environment and green space. |
| 3.21                | <b>Improve the quality of the built environment?</b>                          | Positive | demolition of dilapidated building, to be replaced by a more energy efficient building   |
| 3.22                | <b>Preserve the character and setting of the historic city of York?</b>       | Neutral  | this scheme will not have a negative or positive impact on the character and setting of the historic city of York  |
| 3.23                | <b>Enable residents to enjoy public spaces?</b>                               | Neutral  | This scheme will not have a negative or positive impact on any public spaces.  |

|      |   |  |  |
|------|---|--|--|
| 3.40 | <b>Additional space to comment on the impacts</b> |  |  |
|      |   |  |  |

**Section 4: Impact on Equalities and Human Rights**

Please summarise any potential positive and negative impacts that may arise from your proposal on staff or residents. This section relates to the impact of your proposal on **advancing equalities and human rights** and should build on the impacts you identified in the previous section.

For 'Impact', please select from the options in the drop-down menu.  
If you wish to enter multiple paragraphs in any of the boxes, hold down 'Alt' before hitting 'Enter'

**Equalities**

Will the proposal **adversely impact** upon 'communities of identity'?  
Will it **help advance equality** or **foster good relations** between people in '**communities of identity**'?

|      |   | Impact   | What are the impacts and how do you know?   |
|------|---|----------|---|
| 4.1  | <b>Age</b>                              | Positive | It will have a positive impact on 11-18 year olds across the school campus  |
| 4.2  | <b>Disability</b>                       | Positive | the new building will be fully accessible and provide new inclusion facilities  |
| 4.3  | <b>Gender</b>                           | Neutral  | this scheme will not have a negative or a positive impact on gender   |
| 4.4  | <b>Gender Reassignment</b>              | Neutral  | this scheme will not have a negative or a positive impact on gender reassignment  |
| 4.5  | <b>Marriage and civil partnership</b>   | Neutral  | this scheme will not have a negative or a positive impact on marriage and civil partnership   |
| 4.6  | <b>Pregnancy and maternity</b>          | Neutral  | this scheme will not have a negative or positive impact on pregnancy and maternity  |
| 4.7  | <b>Race</b>                             | Neutral  | this scheme will not have a negative or positive impact on race.  |
| 4.8  | <b>Religion or belief</b>               | Positive | this is a Church of England School that although gives priority to a particular religion does also open its doors to other religious beliefs. |
| 4.9  | <b>Sexual orientation</b>               | Neutral  | this scheme will not have a negative or positive impact on sexual orientation.  |
| 4.10 | <b>Carer</b>                            | Neutral  | this scheme will not have a negative or positive impact on carers.  |
| 4.11 | <b>Lowest income groups</b>             | Neutral  | this scheme will not have a negative or positive impact on lower income groups.   |
| 4.12 | <b>Veterans, Armed forces community</b> | Neutral  | this scheme will not have a negative or positive impact on veterans or the armed forces community.  |

**Human Rights**

Consider how a human rights approach is evident in the proposal

|  | Impact | What are the impacts and how do you know? |
|--|--------|---|
|--|--------|---|

|      |  |          |  |
|------|--|----------|--|
| 4.13 | <b>Right to education</b>  | Positive | This scheme will provide pupils in the school's catchment area their right to education in their local school.   |
| 4.14 | <b>Right not to be subjected to torture, degrading treatment or punishment</b> | Neutral  | this scheme will not have a negative or positive impact on the right not be subjected to torture, degrading treatment or punishment.   |
| 4.15 | <b>Right to a fair and public hearing</b>                                      | Neutral  | This scheme will not have a negative or positive impact on the right to a fair and public hearing.   |
| 4.16 | <b>Right to respect for private and family life, home and correspondence</b>   | Neutral  | This scheme will not have a negative or positive impact on the right to respect for private and family life, home and correspondence.  |
| 4.17 | <b>Freedom of expression</b>   | Positive | The school are currently consulting with parents and carers about the proposal. Consultees have the opportunity to express their views by Friday 18th October. The planning process will also give the opportunity for challenge and feedback from the public. |
| 4.18 | <b>Right not to be subject to discrimination</b>                               | Neutral  | This scheme will not have a negative or positive impact on the right not to be subject to discrimination.  |
| 4.19 | <b>Other Rights</b>  |          | The scheme will not have a negative or positive impact on other rights.  |

|      |   |  |  |
|------|---|--|--|
| 4.20 | <b>Additional space to comment on the impacts</b> |  |  |
|      |   |  |  |



**Section 5: Planning for Improvement**

|     |  |
|-----|--|
| 5.1 | <b>What have you changed in order to improve the impact of the proposal on the One Planet principles?</b> (please consider the questions you marked either mixed or negative, as well as any additional positive impacts that may be achievable) |
|     |  |

|     |  |
|-----|--|
| 5.2 | <b>What have you changed in order to improve the impact of the proposal on equalities and human rights?</b> (please consider the questions you marked either mixed or negative, as well as any additional positive impacts that may be achievable) |
|     |  |

|     |  |
|-----|--|
| 5.3 | <b>Going forward, what further evidence or consultation is needed to ensure the proposal delivers its intended benefits?</b> e.g. consultation with specific vulnerable groups, additional data) |
|     |  |

|     |   |
|-----|---|
| 5.4 | <b>Please record any outstanding actions needed to maximise benefits or minimise negative impacts in relation to this proposal?</b> (Expand / insert more rows if needed) |
|-----|---|

| Action | Person(s) | Due date |
|--------|-----------|----------|
|        |           |          |
|        |           |          |
|        |           |          |
|        |           |          |
|        |           |          |
|        |           |          |

**In the One Planet / Equalities section of your Executive report, please briefly summarise the changes you have made (or intend to make) in order to improve the social, economic and environmental impact of your proposal.**