

City of York Council
Equalities Impact Assessment

Who is submitting the proposal?

Directorate:	People Directorate		
Service Area:	Education Support Services		
Name of the proposal :	<i>Manor CE Academy - School Capital Works at Manor CE Academy to Accommodate the Expected Demand for Pupil Places in the West of York by September 2022</i>		
Lead officer:	Claire McCormick		
Date assessment completed:	21-09-21		
Names of those who contributed to the assessment :			
Name	Job title	Organisation	Area of expertise
Claire McCormick	Planning & Policy Officer	CYC	Project Executive for CYC for the development of the project working in tandem

			with Manor CE Academy and HOPE Sentamu Trust
Simon Barber	Head teacher	Manor CE Academy	Head teacher at Manor Ce Academy for the development of the project working in tandem with CYC.

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.
	1. The report provides details about the capital work needed to create additional accommodation to fulfil an expected temporary 3-year demand for pupil places in the west of York's Secondary Planning Area (SPA).

1.2	Are there any external considerations? (Legislation/government directive/codes of practice etc.)
	N/A

1.3	Who are the stakeholders and what are their interests?

	<p>The stakeholders are: CYC to fulfil the forecasted demand for additional places within the area. Manor CE Academy who are unable to accommodate additional pupils without adaptations. HOPE Sentamu Trust of which Manor CE Academy is a part.</p>
1.4	<p>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>
	<p>As above, the outcomes are for the pupils attending the school and the staff that teach and supervise those pupils.</p> <p>Links to the Council Plan: Well paid jobs and an inclusive economy Additional pupils would receive a place at an outstanding school.</p> <p>A greener and cleaner city The adaptations at Manor CE Academy will be created using the existing footprint.</p> <p>Getting around sustainably</p>

	<p>A travel plan will be devised to scrutinise the movement of people and vehicles and to develop ideas to resolve this. This will be provided alongside the planning application.</p> <p>A better start for children and young people The spaces being created at Manor CE Academy will provide the pupil places needed to fulfil the expected, forecasted demand within the SPA West area (excluding Millthorpe catchment).</p>

Step 2 – Gathering the information and feedback

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>	
	<p>Source of data/supporting evidence</p>	<p>Reason for using</p>
Feedback from stakeholders – school and trust.		Helps to demonstrate the full and wider impact of the proposed works.

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	
N/A			

Step 4 – Analysing the impacts or effects.

4.1	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.			
Equality Groups and Human Rights.	Key Findings/Impacts More pupils means increased diversity. Increased diversity means adapting spaces to meet requirements.	Positive (+) Negative (-) Neutral (0)	High (H) Medium (M) Low (L)	
Age				
Disability	CYC is asking Manor CE Academy to take more pupils from its catchment due to the increased popularity of the school and the forecasted requests for places. The UK/York is seeing a significant increase in pupils with SEMH. Adding more pupils into a school building creates			

	<p>increased levels of anxiety for some pupils due to pupils the dining being impacted by long queues, over-crowding and noise. There is currently no space to support pupils with varying levels of SEMH. However, the pastoral team, student support and welfare staff will have their base in the newly created space and will therefore become much more accessible for pupils.</p> <p>Mobility/physical disability: Manor CE Academy is host to a number of Applefields pupils. Applefields pupils have been unable to integrate into some areas of school, however the changes proposed will allow pupils to use the created space for teaching.</p> <p>The opened out and newly created space will also impact upon some staff with disabilities, making it safer for them to move around this over-crowded central area.</p> <p>All spaces in school have been adapted for teaching and intervention. There is a lack of multi-functional space which the new area will provide.</p> <p>Sensory disabilities: An increase of pupils to the school may include pupil/s with sensory disabilities where currently crowded corridors, noise levels, long dining queues, not enough areas to sit and time to eat erodes choices and independence.</p>		
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	Resolving some of the issues of over-crowding before additional pupils arrive from September 2022 through this project will reduce risks, triggers of stress and anxiety and increase independence.		
Gender			
Gender Reassignment			
Marriage and civil partnership			
Pregnancy and maternity			
Race			
Religion and belief	Pastoral care is extremely important at Manor CE Academy. The created space will allow pastoral staff to be visible and accessible to those requiring support as pupils numbers increase.		
Sexual orientation			
Other Socio-economic groups including :	Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?		
Carer			
Low income groups	The dining operation will be adapted to allow pupils to purchase lunch from either the ground floor or the first floor. Adapting the dining operation and seating set up will allow		

	shorter queuing times and so promote affordable, healthy eating for pupils from lower income families who may increase as a result of additional pupils accessing the school.		
Veterans, Armed Forces Community			
Other			
Impact on human rights:			
List any human rights impacted.			

Use the following guidance to inform your responses:

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.

<p>High impact (The proposal or process is very equality relevant)</p>	<p>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.</p>
<p>Medium impact (The proposal or process is somewhat equality relevant)</p>	<p>There is some evidence to suggest potential for or evidence of adverse impact The proposal is institution wide or across services, 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</p>
<p>Low impact (The proposal or process might be equality relevant)</p>	<p>There is little evidence to suggest that the proposal could result in adverse impact 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</p>

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?
As step 4.	

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:
- 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
No major change to the proposal.	The project will enhance equality, choice and independence.

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
Additional pupils causing overcrowding.	Make adaptations to resolve issues of overcrowding.	Claire McCormick/HOPE Sentamu Trust.	To be complete by September 2022.

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?
	Over-crowding causes anxiety, and additional pupils in school from September 2022 will enhance this issue for everyone. Long lunchtime queues mean some pupils often decide to skip lunch leading to tiredness and poor performance in the afternoons. All pupils, but in particular those with anxiety/SEMH/disabilities and those receiving free school meals will benefit from being able to spend a longer amount of time eating and digesting food, leading to more nutritious choices and ultimately better levels of concentration in lessons during afternoons.