

Equality Impact Assessment (EIA) Report – Appendix 2

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the ‘EIA Report Form Guidance’ while completing this form. If you need further support please contact acesstoservices@swansea.gov.uk.

Where do you work?
Service Area: Education Planning and Resources
Directorate: Education

(a) This EIA is being completed for a:

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe here:

Bishopston Comprehensive School Re-modelling Project

The proposed project will include the remodelling and refurbishment of the existing Phase 1,2 and 3 buildings, together with a two-storey extension to replace the demountables which are no longer fit for purpose and address the accommodation deficiencies.

It does not include the relatively recently constructed Specialist Teaching Facility, and is not intended to result in a change to the capacity of the school.

(c) It was initially screened for relevance to Equality and Diversity on: 19/03/2018

(d) It was found to be relevant to...

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Poverty/social exclusion	<input checked="" type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input checked="" type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

(e) Lead Officer

Name: Stuart Page / Louise Herbert-Evans

Job title: School Project Business Case
Development Officer

Date: 19/03/2018
Updated 03/01/2019 and 23/04/2020

(f) Approved by Head of Service

Name: Brian Roles

Date: 19/03/2018

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

This is a priority project for the Quality in Education (QEd) Programme as part of the Welsh Government's 21st Century Schools Programme. It will address the significant condition and suitability issues at the school.

It will mitigate the current business continuity risks, provide a 21st century learning environment, and enable the remodelling and repurposing of the existing spaces to provide more suitable and cohesive faculty areas.

The proposal will upgrade school facilities, increasing pupil capacity, which currently stands at 1094, by 10 places, and will also involve the removal of the existing sub-standard demountable buildings.

The programme of works has been prioritised to address the areas of greatest need, and are to;

- a) Provide a fit for purpose 21st Century learning environment for pupils and staff at Bishopston Comprehensive in line with BB98 guidelines and with improved accessibility, and safeguarding infrastructure by September 2022
- b) Continue to at least maintain attainment levels
- c) Reduce structural backlog maintenance by September 2022
- d) Remove condition category C- by September 2022
- e) Improve building efficiency, maximising use of assets, improving operational efficiency and use of all relevant resources by September 2022

Who has responsibility?

The project will be jointly funded by Swansea Council (35%), and Welsh Government (65%) subject to the approval of a successful Final Business Case.

The overall responsibility lies with Swansea Council; Cabinet, Chief Executive, Director of Education and the Head of Education Planning and Resources (the Senior Responsible Officer), together with the School specifically the Headteacher and Governing Body.

Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

Audience	Methods
Parents	Letters, media, social media, website
Governors	Face to face briefing, emails
Head and Management Team	Face to face briefing, emails,
Pupils	Face to face school visits, social media
Feeder School Heads	Face to face, letter, email, newsletter
Feeder school parents	Letter, website, parents' evenings, local media, social media
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call

Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	email
School staff	Face to face, letter, Newsletter, media, social media, website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail,	Press release
Education SLB/EDSLT/DMT	email, newsletter, face to face
O and S Chairs and V Chairs	Email
Catering and cleaning staff	face to face, email
Community groups	Letter and liaison with Community Regen, social media, website
All Council staff	Staffnet, website, social media
Swansea residents	Media, website, social media
Local businesses	Media, letters, website, social media
Bus operators	Email from Education/Transport
Taxi operators	Email from Education/Transport

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- | | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+)..... | <input checked="" type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group | <input checked="" type="checkbox"/> | Welsh language..... | <input checked="" type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Poverty/social exclusion | <input checked="" type="checkbox"/> |
| Race (including refugees) | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input checked="" type="checkbox"/> |
| Asylum seekers..... | <input type="checkbox"/> | Community cohesion | <input checked="" type="checkbox"/> |
| Gypsies & Travellers..... | <input type="checkbox"/> | Marriage & civil partnership | <input type="checkbox"/> |
| Religion or (non-)belief..... | <input type="checkbox"/> | Pregnancy and maternity..... | <input type="checkbox"/> |
| Sex..... | <input checked="" type="checkbox"/> | | |

Please provide a snapshot of the information you hold in relation to the protected groups above:

Pupil information –

SIMS which is linked with the authority's 'CAPITA One' system which gives more detailed information about pupils. This is managed by the local authority to ensure that the needs are met of all pupils in all schools within the City & County of Swansea.

General information about schools is collected in January every year as part of the National Census (PLASC).

All the data shown below is correct as at January 2019 PLASC. The January 2020 PLASC data will be available over the coming months and this section will be updated at this time.

Race			
	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	0.9%	2.2%	4.1%

Race					
Ethnic Background	Year 7	Year 8	Year 9	Year 10	Year 11
Non White British	7.9%	3.0%	7.4%	5.4%	4.0%

The data below shows the data for 2018-19 and the previous two years.

Poverty and Exclusion			
	2016-2017	2017-2018	2018-2019
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	5.4%	5.4%	Available March 2019
Percentage claiming Free School Meals	5.9%	4.6%	5.6%

Disability			
	2016-2017	2017-2018	2018-2019
Percentage with Special Educational Needs (SEN)	13.5%	20.3%	18.5%

From 2017, PLASC no longer includes rankings for SEN needs. The table below therefore shows all needs recorded in PLASC for each pupil.

Need	School Action	School Action Plus	Statement	Total
Attention Deficit Hyperactivity Disorder	1	1	2	44

Autistic Spectrum Disorders	3	0	19	22
Behavioural, Emotional & Social Difficulties	5	24	8	37
Dyscalculia	0	0	0	0
Dyslexia	20	9	1	30
Dyspraxia	2	4	1	7
General Learning Difficulties	34	10	3	47
Hearing Impairment	3	4	3	10
Moderate Learning Difficulties	30	12	9	51
Multi-Sensory Impairment	0	0	0	0
Physical and Medical Difficulties	7	6	4	17
Profound & Multiple Learning Difficulties	0	0	1	1
Severe Learning Difficulties	0	2	3	5
Speech, Language and Communication Difficulties	8	9	25	42
Visual Impairment		1	1	2
Total	113	82	80	275

Gypsies and Travellers

This data would indicate that the school does not have any pupils that recognise themselves as Gypsies or Travellers.

Sex

The school has 601 boys and 509 girls on roll (January 2019).

Welsh language

7 pupils have Welsh as a first language and 4 of the 71 teachers are qualified to teach Welsh as a second language.

Staff and other age groups

Staff

This data is being collected as part of the new workforce census and will be included here as soon as it is available.

Carers

We do not currently hold any information on this.

Community Cohesion

We are working with Freedom Leisure to identify the community use of the leisure centre and associated facilities by the wider community and will include details here as soon as it is available.

Any actions required, e.g. to fill information gaps?

To obtain information as indicated above.

Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18) →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+) →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees) →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers) →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
WeCommunity cohesion →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity →	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case.

Children/young people (0-18) - Bishopston Comprehensive School is an 11-16 school. This project will have a very positive impact on the Education of all 11-16 year olds who attend the school in the future. Specifically this will be in relation to better teaching and learning facilities brought about by better alignment of curriculum areas and updated classrooms. An extension to the main teaching block will give the school a dedicated science block which will support the realignment of faculties across the school buildings.

Although the completed works in the school will have a positive impact, there is likely to be some short-term disruption to those currently attending the school due to the phasing of works in line with the academic requirements. These phases will be developed with the school's Senior Leadership Team and will be minimised as far as is possible.

Older People 50+/Any other age group – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils. This will be due to better access to community focused areas. Freedom Leisure have now taken over the running and management of the Leisure Centre, which is located within the school grounds. They will continue to work with the school and utilise the school gyms out of school hours providing a valuable community facility.

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment. An access audit has been undertaken in the school and the findings of this report will be added to the key considerations when scoping the works to be undertaken.

In the short term the construction works could impact on certain disability groups unless the issues are not carefully considered and managed. Early discussions are taking place with stakeholders to mitigate any impact.

Sex - The proposed changes will see the quality of provisions for both boys and girls maintained if not improved.

Welsh – All public signage within the school will be bilingual.

Poverty/social exclusion & Carers – The remodelling will include an improved entrance and meeting rooms, that will provide suitable private places to support families and carers engaging with other agencies and social services.

Community Cohesion – Due to the improved facilities provided as part of the refurbishment project there will be increased opportunities for the community to make the most of the school's facilities.

Section 4 - Engagement:

Please consider all of your engagement activities here, e.g. participation, consultation, involvement co-productive approaches

What engagement has been undertaken to support your view? How did you ensure this was accessible to all?

There is an on-going engagement with all stakeholders (as listed) as the project develops and is implemented. This includes face to face meetings, newsletters and online material.

Bishopston pupils and staff at the school have completed a questionnaire telling the project what they would like to see in the remodelled and refurbished buildings. 75% of pupils and staff responded using the online questionnaire. All pupils responded positively to the works going ahead in the school. Many wanted faculties to be better aligned and sign posted.

The results of the survey have been collated and will continue to be used and developed by the project team as part of the design workshops with the school.

A School Council update will also be arranged where the outcomes can be discussed and how they are being used in the design process. Further updates with the School Council will continue throughout the project and updated as part of the on-going web updates.

The Specialist Teaching Facility Manager has been engaged to support in considering specific and anticipated requirements to ensure that the school is accessible to all pupils.

What did your engagement activities tell you? What feedback have you received?

Even though the school buildings require work 50% of pupils like where they are taught, but over 50% of pupils did not think the buildings were light and airy enough.

The vast majority of pupils strongly agreed that they could find their classrooms and did not get lost which supports the strategy to retain the buildings in their current form with changes to faculty areas only.

However, the one area all pupils were in strong agreement with was their dislike of the toilets. These will be significantly refurbished as part of the programme of works in the school.

Parts of the school are inaccessible other than by staircases. This needs to be considered as part of the design to ensure that all pupils can access all unique areas.

Success Maker, which is designed to support pupils who need it, with literacy and numeracy is currently delivered in a classroom on the first floor of the Leisure Centre. This means that those pupils that need the greatest support are losing valuable learning time travelling between classes. This should be addressed as part of the project.

The school has very limited space for small group work and meetings with parents and carers.

How have you changed your initiative as a result?

The pupil and staff engagement has and will continue to support the design process.

The project will not achieve sign off if it does not take account of the needs of users.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

The project team have continually engaged with all stakeholder during both in the design and construction phase to ensure that it is planned and implemented to maximise the benefits and ensures a positive impact on the protected characteristics.

Stakeholder Engagement Sessions were held for the local community as well as Staff and Governor Body Meetings.

Further sessions will be held for the community, learners, staff and parents as the project develops.

The Planning Application was approved on 19 March 2020.

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty

Please explain any possible impact on each of the above.

Impact on...
<p>Foster good relations between different groups</p> <p>There is already community use of the school's facilities. The project aims to refurbish some of the sports' facilities and create further opportunities for the community to make use of the facilities.</p> <p>The team have already engaged with Cultural Services and Freedom Leisure who now manage the Leisure Centre.</p> <p>The project, which coincides with the new Freedom Leisure contract, has created a timely opportunity to support this and maximise benefits.</p> <p>For example Freedom Leisure are undertaking some improvements to the Leisure Centre having worked closely with the school and which will benefit staff and pupils as well as the wider community alike. This will be complemented by any improvements that are able to be made to the sports facilities within the school that have a wider community use.</p> <p>Discussions are also being undertaken around the wider site management to ensure improved traffic management and safeguarding. This may be supported with the proposed investment.</p>
<p>Advance equality of opportunity between different groups</p> <p>The project will provide access for all pupils/teachers to an improved learning environment. This may provide greater opportunities for children from the Specialist Teaching Facility to use more of the facilities in the main school buildings.</p> <p>It will also provide increased opportunities for community use, whilst enhancing safeguarding and also the school's use of the leisure facilities.</p>
<p>Elimination of discrimination, harassment and victimisation</p> <p>The project will be Secure by Design, and aim to reduce the number of secluded settings within the school site that would allow opportunities for bullying etc.</p> <p>Currently some areas of the school are not accessible and the project will aim to address this.</p>
<p>Reduction of social exclusion and poverty</p> <p>Modern learning environment encourages attendance and this leads to better outcomes for individual pupils and gives every child/young person a better start in life.</p> <p>Specifically the remodelled school will provide a more welcoming environment for families and carers and provision for meeting and support.</p>

What work have you already done to improve any of the above?

The school already has very strong links with the community and this project has since its inception considered how it can enhance and develop these opportunities.

Is the initiative likely to impact on Community Cohesion? Please provide details.

Yes. The school already has a positive impact on its community via community and leisure facilities. The improvements proposed will provide an opportunity for the school to build on this through greater use of its facilities by the community. The project team are actively engaging with in addition to the school, Freedom Leisure and Cultural Services to support this.

How does the initiative support Welsh speakers and encourage use of Welsh?

Although the school is an English-medium school all public signage will be bilingual and the school will continue to promote the national curriculum inc. the teaching of Welsh.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Continue to work with Freedom Leisure and Cultural Services to enhance community links and opportunities.

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.

The initiative will have a direct impact on children and young people.

All initiatives must be designed / planned in the best interests of children and young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

The initiative is planned to improve pupils' school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Pupils, parents and staff will continue to be fully engaged throughout the lifecycle of the project to ensure that the views of stakeholders and specifically the pupils are considered and that the project optimises benefits in relation to the objectives and the directly linked Articles.

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements:

All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular Project Team meetings are scheduled with the school and the design team / contractors; a formal report is presented monthly to Delivery Group for information and / or decision, any issues are escalated to the QEd Programme Board if required.

Actions: Regular Project Team meetings. Timely and accurate reporting to Delivery Group.

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

Outcome 1: Continue the initiative – no concern

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – acesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Seek to collect information on staff to ensure that all their needs are met.	Head of Performance Team	June 2020	Data collected (if any) and actions proposed	
Continue to involve all stakeholders in the design and implementation of these proposals.	Project Manager	Ongoing	Learners and other stakeholders playing a part in the design and build	Staff pupil engagement already commenced. Further sessions are being planned
Continue to work with Freedom Leisure and Cultural Services to enhance community links and opportunities.	Project Manager	December 2020	Local community supportive of the development	Engagement commenced
Regular meetings of Project team meeting and timely and accurate reporting to Delivery Group.	Project Manager	Monthly	Regular meetings held and decisions taken	The group continues to meet and key decisions are made
Consultation via the formal Planning process.	Project Manager	July 2019	Views of stakeholders received and decision taken on Planning	Completed

* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).