

## Initial Screening Equality Impact Analysis

<b>Section 01</b>	<b>Details of Initial Equality Impact Screening Analysis</b>																								
<b>Financial Year and Quarter</b>	2011-12 / Q1																								
<b>Name of policy, strategy, function, project, activity, or programme</b>	Use of S.106 finance for environmental improvements to St Paul's CE Primary School, Worlidge Street, W6																								
<b>Q1 What are you looking to achieve?</b>	To assist St Paul's CE Primary School, W6 with a series of external environmental improvements, specifically:																								
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	Marriage and Civil Partnership	Marriage and civil partnership is not applicable in this case	N/A	N/A
	Pregnancy and maternity	There is no expected impact on pregnancy and maternity, albeit, should the school hold events such as open days, where parents are invited, any parent who is pregnant or with small infants might benefit from the school's improvements.	L	/
	Race	There is no expected impact on race, albeit, should the school hold events such as open days, where parents are invited, parents of any race group might benefit from the school's improvements.	L	/
	Religion/belief (including non-belief)	There is no expected impact on religion, albeit, should the school hold events such as open days, where parents are invited, parents of any religious or non-belief group might benefit from the school's improvements.	L	/
	Sex	There is no expected impact on sex, albeit, should the school hold events such as open days, where parents are invited, mothers and fathers might benefit from the school's improvements.	L	/
	Sexual Orientation	There is no expected impact on sexual orientation, albeit, should the school hold events such as open days, where parents are invited, parents of any sexual orientation might benefit from the school's improvements.	L	/
<p><b>Human Rights and Children's Rights</b>  Will it affect Human Rights, as defined by the Human Rights Act 1998?  No</p> <p>Will it affect Children's Rights, as defined by the UNCRC (1992)?  Yes: the right to leisure, education, and the arts. The works will enable pupils to better enjoy break time and may improve their access to education.</p>				
<b>Q3</b> <b>Does the policy, strategy, function, project, activity, or programme make a positive contribution to</b>	Yes  The school is proposing use of the S106 money for enhancements to their facilities that will enable a more diverse range of activities for children. It is expected that this will have a beneficial effect on equalities for all ages affected			

equalities?	
<b>Q4</b> <b>Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity, and/or adversely impact human rights?</b>	<p>No</p> <p>It is not expected that the proposed improvement works will contribute to or hinder equality of opportunity and / or human rights</p>

### Initial Screening Equality Impact Analysis Guidance

<b>Section 01</b>	<b>Details of Initial Equalities Impact Screening Analysis</b>
<b>Name of policy, strategy, function, project, activity, or programme</b>	<p>A <b>Policy</b> refers to an approved decision, principle plan or a set of procedures by Cabinet, or a Cabinet Member under delegated powers that affects the way that the Council conducts its business both internally and externally. A policy can include: strategies, guides, manuals and common practice.</p> <p>A <b>Strategy</b> refers to a systematic short term or a long term plan of action that is designed to achieve a specific business benefit or goal(s).</p> <p>A <b>Function</b> refers to any actions and/or activities designed to achieve a specific business benefit or goal.</p> <p>A <b>Project</b> defines how a temporary structure or scheme can achieve a specific business benefit or goal(s). A project can be implemented by setting up aims and objectives, resources, communication, budget needs and timelines.</p> <p>An <b>Activity</b> is a specific task (or a groups of tasks) which can also form as part of a 'function'.</p> <p>A <b>Programme</b> is a portfolio of activities and projects that are co-ordinated and managed as a unit such that they realise common outcomes and benefits.</p>
<b>Q1</b> <b>What are you looking to achieve?</b>	<p>For example this might help to implement outcomes identified in policies such as the <a href="#">Single Equality Scheme</a>, <a href="#">Disability Equality Scheme</a>, <a href="#">other EIAs</a> in your service department, or in another department that your service/service users also interact with and draw down services from, <a href="#">Corporate Plan</a>, <a href="#">LAA Targets</a>,</p>

	CAA Aims, <a href="#">UDP</a> , or <a href="#">JSNA</a> .
<b>Q2</b> <b>Who in the main will benefit?</b>	<p>Hereafter, 'policy' means policy, strategy, function, project, activity, or programme</p> <p><b>Disability</b>  Service providers also have an anticipatory duty to make reasonable adjustments for disabled people. These two duties frequently overlap and it is sensible to consider them together. For example, can you:</p> <ul style="list-style-type: none"> <li>▪ Provide accessible communications?</li> <li>▪ Change how you collate and use data?</li> <li>▪ Revise how you involve service users?</li> </ul> <p>Analyse the impact of the policy on the <a href="#">protected characteristics</a> with due regard to the Public Sector Equality Duty.</p> <p>Use your reasoning in order to determine whether the policy will be of high, medium or low relevance to the protected characteristics. What do we mean by these terms?:</p> <p><b>High</b></p> <ul style="list-style-type: none"> <li>▪ The policy, strategy, function, project, activity, or programme is relevant to all or most parts of the general duty, and/or to human rights</li> <li>▪ There is substantial or a fair amount of evidence that some groups are (or could be) differently affected by it</li> <li>▪ There is substantial or a fair amount of public concern about it</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>▪ The policy, strategy, function, project, activity, or programme is relevant to most parts of the general duty, and/or to human rights</li> <li>▪ There is some evidence that some groups are (or could be) differently affected by it</li> <li>▪ There is some public concern about it</li> </ul> <p><b>Low</b></p> <ul style="list-style-type: none"> <li>▪ The policy, strategy, function, project, activity, or programme is not generally relevant to most parts of the general duty, and/or to human rights</li> <li>▪ There is little evidence that some groups are (or could be) differently affected by it</li> <li>▪ There is little public concern about it</li> </ul>

Use your reasoning to determine whether the impact will be positive, neutral, or negative. There are three possible outcomes:

- **Positive:** The EIA shows the policy is not likely to result in adverse impact for any protected characteristic and does advance equality of opportunity, and/or fulfils PSED in another way
- **Neutral:** The EIA shows the policy, strategy, function, project or activity is not likely to result in adverse impact for any protected characteristic and does not advance equality of opportunity, and/or fulfils PSED in another way
- **Negative:** The EIA shows the policy, strategy, function, project or activity is likely to have an adverse impact on a particular protected characteristic(s) and potentially does not fulfil PSED, or the negative impact will be mitigated through another means.

Should your policy not be applicable, you must note this and state why.

### **Human Rights, Children's Rights**

Additionally, demonstrate here that the impact on **Human and/or Children's Rights** arising from the policy has been considered.

### **Human Rights**

Public authorities have an obligation to act in accordance with the European Convention on Human Rights. These are:

- Article 2: [Right to life](#)
- Article 3: [Freedom from torture and inhuman or degrading treatment](#)
- Article 4: [Right to liberty and security](#)
- Article 5: [Freedom from slavery and forced labour](#)
- Article 6: [Right to a fair trial](#)
- Article 7: [No punishment without law](#)
- Article 8: [Respect for your private and family life, home and correspondence](#)
- Article 9: [Freedom of thought, belief and religion](#)
- Article 10: [Freedom of expression](#)
- Article 11: [Freedom of assembly and association](#)
- Article 12: [Right to marry and start a family](#)
- Article 14: [Protection from discrimination in respect of these these rights and freedoms](#)
- Article 1 of Protocol 1: [Right to peaceful enjoyment of your property](#)
- Article 2 of Protocol 1: [Right to education](#)

	<ul style="list-style-type: none"> <li>▪ Article 3 of Protocol 1: <a href="#">Right to participate in free elections</a></li> </ul> <p>(Article 1 of Protocol 13 is: Abolition of the death penalty)</p> <p>Each of the above links takes you to explanations and examples provided by the EHRC. Further, the <a href="#">EHRC</a> and the <a href="#">Ministry of Justice</a> both provide guides for public authorities.</p> <p><b>Children’s Rights (UNCRC)</b></p> <p>All children and young people up to the age of 18 years have all the rights in the Convention. Some groups of children and young people - for example those living away from home, and young disabled people - have additional rights to make sure they are treated fairly and their needs are met.</p> <p>Every child in the UK has been entitled to over 40 specific rights. These include:</p> <ul style="list-style-type: none"> <li>▪ The right to life, survival and development</li> <li>▪ The right to have their views respected, and to have their best interests considered at all times</li> <li>▪ The right to a name and nationality, freedom of expression, and access to information concerning them</li> <li>▪ The right to live in a family environment or alternative care, and to have contact with both parents wherever possible</li> <li>▪ Health and welfare rights, including rights for disabled children, the right to health and health care, and social security</li> <li>▪ The right to education, leisure, culture and the arts</li> <li>▪ Special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation</li> </ul> <p>The rights included in the convention apply to all children and young people, with no exceptions.</p> <p>The above and more information can be found at <a href="#">Direct Gov</a>.</p>
<p><b>Q3</b> Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?</p>	<p>Yes/No</p> <p>Use your evidence from Q2 to state why</p>
<p><b>Q4</b></p>	<p>Yes/No</p>

<b>Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity and/or human rights?</b>	If the answer here is 'yes', then it is necessary to go ahead with a Full Equality Impact Analysis. You should also consider a Full Equality Impact Analysis if your decision is likely to be of high relevance to equality, and/or be of high public interest.
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