

# **Community Impact Assessment**

## **Name of Proposal:**

Title: Branston Locks New 2FE Primary school

## **Project Sponsor:**

Name and Job Title: Cllr. Jonathan Price, Cabinet Member for Education (and SEND)

## **Project Manager:**

Name and Job Title: Tim Moss, Assistant Director for Education Strategy and Improvement

## **Date Completed:**

**02/09/21**



## Completing a CIA

- A CIA will help you to identify the potential **impacts, risks and benefits** of your proposed policy, service or project. Doing this at an early stage enables engagement and research to be undertaken to identify actions that will either **lessen the risk** or **maximise the benefits**. The assessment will also help you to identify mitigating factors whereby risks may be balanced out to an extent by the benefits.
- This template should be used to support the development of a proposal during the **planning stage**, therefore supporting the council's approach of [Achieving Commissioning Excellence](#).
- A good CIA will involve input from more than one person. A **Project Team** should be identified with different, but relevant expertise to ensure that a full range of views are considered.
- **Engagement and/or consultation** should take place with appropriate and representative groups of people that are most likely to be affected. This must then be used to help shape the design/outcomes of the project. Please note that due to the publication of CIAs, it is advisable not to record personal details of members of the public, such as names or addresses.
- **Once completed**, the main findings from your CIA should be transferred to the '**Checklist and Executive Summary**' template. Then both documents need to be approved/signed off by the appropriate people. Depending on the size of your project, this could be your manager, project lead, sponsor or SLT.
- For CIAs that are going to **Cabinet**, only the '**Checklist and Executive Summary**' will be uploaded as part of the **Cabinet Papers**. The full CIA document will be uploaded as a **Background Paper**.

## Completing the CIA Template

This table describes what is required when completing the key sections of your assessment.

Which groups will be affected	Benefits	Risks	Mitigations / Recommendations
Which groups of people will be impacted by the proposed policy, service or project? This could be people in a particular area, a street, or a group of people with similar characteristics e.g. older people, young people or people with care needs. Also consider staff, residents and other external stakeholders.	Think about the impact the proposal may have on each of the different category areas and identify the benefits of each decision.	Think about the impact the proposal may have on each of the different category areas, and identify the risks associated with the proposal.	Set out any recommendations as to how the benefits will be maximised and the risks minimised.  Also highlight any trade-offs that may occur.
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b> How certain are you about the assessment of each potential impact, and what evidence have you used to arrive at the decision? E.g. Data – population trends data, census data, service data. Research – national, regional, local research. Engagement/ Consultation – with partners, the public, the voluntary sector.			

Use the following template to highlight the impacts of your proposal on each of the following categories: The Public Sector Equality Duty (PSED), Health and Care, the Economy, the Environment, and Localities/ Communities.

## Community Impact Assessment

### Public Sector Equality Duty (PSED)

Use this section to identify if the proposal will impact on our legal obligations under the Equality Act 2010 for both residents and staff. In summary, those subject to the general equality duty must have due regard to the need to: Eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups.

Please consider:

- Who is currently using the service, across the protected characteristics?
- What do we know about their experiences and outcomes?
- What relevant information is available from the Census and population trends data?
- What were the findings of the engagement/consultation?
- Is there any relevant national, regional and/or local sources of research/evidence available?
- Is there any relevant information from partners or voluntary, community, social enterprise organisations?
- What is the analysis of the impact on those with relevant protected characteristics?

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<b>Race</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Disability</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Sex</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Age</b>	Primary aged children in	Additional primary	None	The DfE are delivering this

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
	the local area.	school places for a growing population due to new housing development.		school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Religion or Belief</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Gender Reassignment</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Sexual Orientation</b>	Primary aged children in the local area.	Additional primary school places for a growing population due to new housing development.	None	The DfE are delivering this school and so will be responsible for whether the new school complies fully with the Equality Act 2010.
<b>Pregnancy and Maternity</b>	N/a	N/a	N/a	N/a
<b>Marriage and Civil Partnership</b>  The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships in relation to employment issues.	N/a	N/a	N/a	N/a

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<b>Impact on SCC Staff</b>	N/a	N/a	N/a	N/a
If the proposal affects SCC staff, consider the workforce profile compared against the protected characteristics pre and post change, the impact of job losses, available support for staff, and HR protocols.				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>  Pupils projections currently show that additional Primary school places are required as a result of the number of dwellings proposed to be completed on the Branston Locks housing development from 2024. Local Primary schools are projected to be full to PAN from 2024.				

## Health and Care

Use this section to determine how the proposal will impact on resident's health and wellbeing, and whether the proposal will impact on the demands for, or access to health and care services. Please consider the Care Act 2014 and the Health and Social Care Act 2012.

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<b>Mental Health and Wellbeing</b>	Parents of Young people (aged 4-11)	Ability to gain a local school place.	N/a	N/a
Will the proposal impact on the mental health and wellbeing of residents or services that support those with Mental Health issues?				

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
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<b>Healthy Lifestyles</b> Will the proposal promote independence and personal responsibility, helping people to make positive choices around physical activity, healthy food and nutrition, smoking, problematic alcohol and substance use, and sexual health?	Parents of Young people (aged 4-11)	Ability to walk to a school located on the housing site that they live in.	N/a	N/a
<b>Accidents and Falls Prevention</b> Does the proposal reduce or increase the risk of: falls in older people, childhood accidents, road accidents, or workplace accidents?	N/a	N/a	N/a	N/a
<b>Access to Social Care</b> Will the proposal enable people to access appropriate interventions at the right time?	N/a	N/a	N/a	N/a
<b>Independent Living</b> Will the proposal impact on people's ability to live independently in their own home, with care and support from	N/a	N/a	N/a	N/a

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
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family, friends, and the community?				
<b>Safeguarding</b>	N/a	N/a	N/a	N/a
Will the proposal ensure effective safeguarding for the most vulnerable in our communities?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>  The new 2FE Primary school is to be located within a large housing development of up to 2500 dwellings to ensure that the children living in the development can get access to a local school place. The developers have designed the housing development to encourage sustainable means of transport.				

## Economy

Use this section to determine how the proposal will impact on the economy of Staffordshire and the income of residents.

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<b>Economic Growth</b>	N/a	N/a	N/a	N/a
Will the proposal promote the county as a "go to" location for business, and make it easy for businesses to start up, innovate and expand?				



<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<b>Poverty and Income</b>	N/a	N/a	N/a	N/a
Will the proposal have an impact on income? Will it reduce the gap between high and low earners?				
<b>Workplace Health and Environments</b>	Primary School staff	New facilities that adhere to the latest specification/guidance.	N/a	N/a
Will the proposal impact on working conditions and the health of Staffordshire's workforce?				
<b>Access to jobs/ Good quality jobs</b>	Primary School staff	More school staff will be required at the new school from 2024 and will grow year on year as the number of pupils at the school increases.	N/a	It will be the responsibility of the Academy to recruit all new personnel required for the increase of school places.
Will the proposal create the right conditions for increased employment in more and better jobs?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				

## Environment

Use this section to identify the impact of the proposal on the physical environment. How does the proposal support the utilisation and maintenance of Staffordshire's built and natural environments, thereby improving health and wellbeing and strengthening community assets?

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there				

may be other impacts in these categories)				
<b>Built Environment/Land Use</b>	N/a	N/a	N/a	N/a
Will the proposal impact on the built environment and land use?				
<b>Rural Environment</b>	N/a	N/a	N/a	N/a
Will the proposal impact on the rural natural environment or on access to open spaces?				
<b>Air, Water and Land Quality</b>	Young People (aged 4-11), parents/guardians and local residents	Encourage sustainable travel options to and from the school.	N/a	It will be the responsibility of the Academy to produce a school travel plan which will encourage safe, healthy, and sustainable travel options.
Will the proposal affect air quality (e.g. vehicle, industrial or domestic emissions), drinking water quality or land quality (e.g. contamination)?				
<b>Waste and Recycling</b>	N/a	N/a	N/a	N/a
Will the proposal affect waste (e.g. disposal) and recycling?				
<b>Agriculture and Food Production</b>	N/a	N/a	N/a	N/a
Will the proposal affect the production of healthy, affordable and culturally acceptable food?				
<b>Transport</b>	Young People (aged 4-11), parents/guardians and local residents	Encourage sustainable travel options to and from the school.	None	It will be the responsibility of the Academy to produce a school travel plan which will encourage safe, healthy and sustainable travel options.
Will the proposal affect the ability of people/communities/business to travel? Will the proposal impact on walking/				

cycling opportunities?				
<b>Noise</b>	N/a	N/a	N/a	N/a
Will the proposal cause disruptive noise?				
<b>Climate Change</b>	N/a	N/a	N/a	N/a
Does this proposal have any Climate Change implications?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>  The new 2FE Primary school is to be located within a large housing development of up to 2500 dwellings to ensure that the children living in the development can get access to a local school place. The developers have designed the housing development to encourage sustainable means of transport.				

## Localities / Communities

Use this section to identify the impact of the proposal on communities. How will the proposal strengthen community capacity to create safer and stronger communities? It is important to recognise the different localities and communities your proposal may impact upon and identify any communities that could be more adversely impacted than others. Strategic Delivery Managers (SDMs) have a great deal of knowledge about their relevant locality and they must be engaged with as part of your Project Team at an early stage of the process.

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(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<b>Community Development/ Capacity</b>	Young people (aged 4-11) and their parents/guardians	Community cohesion will be increased due to children attending a local school.	N/a	N/a
Will the proposal affect opportunities to work with communities and strengthen or reduce community capacity?				
<b>Crime/ Community Safety</b>	N/a	N/a	N/a	N/a
Will the proposal support a joint approach to				

responding to crime and addressing the causes of crime?				
<b>Educational Attainment and Training</b>	Young people (aged 4-11)	Additional Primary school places provided due to the increase in homes in the locality.	N/a	N/a
Will the proposal support school improvement and help to provide access to a good education? Will the proposal support the improved supply of skills to employers and the employability of residents?				
<b>Leisure and Culture</b>	N/a	N/a	N/a	N/a
Will the proposal encourage people to participate in social and leisure activities that they enjoy?				
<b>Volunteering</b>	N/a	N/a	N/a	N/a
Will the proposal impact on opportunities for volunteering?				
<b>Best Start</b>	N/a	N/a	N/a	N/a
Will the proposal impact on parental support (pre or postnatally), which helps to ensure that children are school-ready and have high aspirations, utilising a positive parenting approach?				
<b>Rural Communities</b>	N/a	N/a	N/a	N/a
Will the proposal specifically impact on rural communities?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				

Pupils projections currently show that additional Primary school places are required as a result of the number of dwellings proposed to be completed on the Branston Locks housing development from 2024. Local Primary schools are projected to be full to PAN from 2024.

### **Submitting a CIA**

Now transfer the main findings of this assessment to the '**Checklist and Executive Summary**' template. Then both documents need to be approved/signed off by the appropriate people. For CIAs that are going to **Cabinet**, only the '**Checklist and Executive Summary**' will be submitted as part of the **Cabinet Papers**. The Full CIA document will be submitted as a **Background Paper**.

