

## Appendix 9

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

## Statutory Screening Tool

|   |                                     |
|---|-------------------------------------|
| <b>Name of Strategy / Policy / Activity:</b>  | <b>Date of Screening:</b>           |
| <b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B:<br/>REPLACEMENT WILLOWS HIGH SCHOOL</b> | <b>August 2021</b>                  |
| <b>Service Area/Section:</b><br>Education & Lifelong Learning - Schools Organisation Programme                    | <b>Lead Officer: Richard Portas</b> |
| <b>Public Engagement on revised proposals</b>   |                                     |

| <b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>   | <b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>   |
|---|---|
| <p>To enable the Cabinet to consider a recommendation to</p> <ul style="list-style-type: none"> <li>(i) Delegate authority for officers to acquire the acquisition of land interest at Lewis Road, Splott to deliver the replacement Willows High School.</li> <li>(ii) Note that a non-statutory public engagement on the relocation of Willows High School will commence in February 2021.</li> </ul> | <p>At its meeting on 25 February 2021 the Cabinet agreed that the freehold interests for land at Lewis Road, Splott to deliver the new build Willows High School be acquired in line with Heads of Terms and an independent valuation, subject to Ministerial approval for the Welsh Government Business Justification Case.</p> <p>It was noted that a public engagement exercise, with stakeholders including school staff, pupils, governors and the wider community served by Willows High School, would be undertaken following acquisition, to help shape the proposals for replacing the existing Willows High School buildings with a new 21<sup>st</sup> Century School and that officers would bring forward a report advising Cabinet of responses received following the public engagement exercise.</p> <p>The public engagement ran from 14 June to 23 July 2021. The engagement sought the views of parents, pupils and the wider community on the development of the new Willows High School, the facilities it should offer, how the school could support learning and development, how the new school could benefit the community and how the community could benefit the new school.</p> |

The views and opinions expressed will play an integral part in shaping the future for Willows High School including the curriculum, a rebrand and the development of the new school building.

The process involved:

- Publication of a bilingual engagement document outlining details of the planned changes. The document was published on the Council website with parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, residents and other stakeholders advised of this and how to request a hard copy (a copy of the engagement document can be seen at Appendix 2);
- Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses;
- Engagement meetings via Microsoft Teams with pupils at Adamsdown Primary School, Baden Powell Primary, Moorland Primary School, Stacey Primary School, St Alban's RC Primary School, Tredegarville CiW Primary School (notes from the meetings can be seen at Appendix 3);
- An online learner visioning survey for the parents of pupils at Willows High School, and local primary school seeking their views and opinions on how the new school could help meet future needs.
- Drop-in sessions where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 4);
- A consultation response slip for return by post or e-mail, attached to the consultation document
- An online response from at [www.cardiff.gov.uk/willowshighschool](http://www.cardiff.gov.uk/willowshighschool)

The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

## Part 1: Impact on outcomes and due regard to Sustainable Development

| Please use the following scale when considering what contribution the activity makes: |          |  |
|---|----------|--|
| <b>+</b>  | Positive | Positive contribution to the outcome                 |
| <b>-</b>  | Negative | Negative contribution to the outcome                 |
| <b>ntrl</b>   | Neutral  | Neutral contribution to the outcome                  |
| <b>Uncertain</b>  | Not Sure | Uncertain if any contribution is made to the outcome |

|            | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?  | Please Tick |   |      |         | Evidence or suggestion for improvement/mitigation  |
|------------|--|-------------|---|------|---------|--|
|            |  | +           | - | Ntrl | Un-Crtn |  |
| <b>1.1</b> | <b>People in Cardiff are healthy;</b><br><i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul> | x           |   |      |         | - See 1.2 below – encouraging walking, cycling and use of public transport   |
| <b>1.2</b> | <b>People in Cardiff have a clean, attractive and sustainable environment;</b><br><i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>   | x           |   |      |         | N/A  |
|            | <ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>  | x           |   |      |         | <ul style="list-style-type: none"> <li>- In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools</li> <li>- Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul> |
|            | <ul style="list-style-type: none"> <li><i>reducing environmental pollution (land, air, noise and water)</i></li> </ul>   | x           |   |      |         | - Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools   |
|            | <ul style="list-style-type: none"> <li><i>reducing consumption and encouraging waste reduction,</i></li> </ul>   | x           |   |      |         | - Proposals are progressed in line with Welsh Government   |

|            | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?   | Please Tick |   |      |         | Evidence or suggestion for improvement/mitigation  |
|------------|---|-------------|---|------|---------|--|
|            |   | +           | - | Ntrl | Un-Crtn |  |
|            | <i>reuse, recycling and recovery</i>  |             |   |      |         | Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.  |
|            | <ul style="list-style-type: none"> <li><i>encouraging biodiversity</i></li> </ul>   |             |   | x    |         | - Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.   |
| <b>1.3</b> | <b>People in Cardiff are safe and feel safe;</b><br><i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>  | x<br>x<br>x |   |      |         | - All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.  |
| <b>1.4</b> | <b>Cardiff has a thriving and prosperous economy;</b><br><i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>                 | x           |   |      |         | - The school provides employment.  |
| <b>1.5</b> | <b>People in Cardiff achieve their full potential;</b><br><i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>promoting and improving access to life-long learning in Cardiff</i></li> <li><i>raising levels of skills and qualifications</i></li> <li><i>giving children the best start</i></li> <li><i>improving the understanding of sustainability</i></li> <li><i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li><i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></li> </ul> | x           |   |      |         | <ul style="list-style-type: none"> <li>- The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</li> <li>- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> <li>- Cardiff's Child Friendly City strategy places the rights and</li> </ul> |

|            | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?  | Please Tick |   |      |         | Evidence or suggestion for improvement/mitigation  |
|------------|--|-------------|---|------|---------|--|
|            |  | +           | - | Ntrl | Un-Crtn |  |
|            |  |             |   |      |         | <p>voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</p> <ul style="list-style-type: none"> <li>- Subject to approval any future design work would also include representation from children and young people.</li> </ul> |
| <b>1.6</b> | <p><b>Cardiff is a Great Place to Live, Work and Play</b><br/> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>• <i>promoting the cultural diversity of Cardiff</i></li> <li>• <i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li>• <i>play opportunities for Children and Young People</i></li> <li>• <i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li>• <i>promoting the City's international links</i></li> </ul> | x           |   | x    |         | <ul style="list-style-type: none"> <li>- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>  |
| <b>1.7</b> | <p><b>Cardiff is a fair, just and inclusive society.</b><br/> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>• <i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>  | x           |   | x    |         | <ul style="list-style-type: none"> <li>- See Equality Impact Assessment below and attached.</li> <li>- The Council's recruitment process ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>   |
|            | <ul style="list-style-type: none"> <li>• <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li>• <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i></li> </ul>  | X           |   |      |         | <ul style="list-style-type: none"> <li>- The public engagement will include engagement with all relevant stakeholders.</li> <li>-</li> </ul>   |
|            | <p><b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b><br/> <i>Will this Policy/Strategy/Project have a differential impact on any of the following:</i></p>   |             |   |      |         |  |

|     | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?   | Please Tick |   |      |         | Evidence or suggestion for improvement/mitigation   |
|-----|---|-------------|---|------|---------|---|
|     |   | +           | - | Ntrl | Un-Crtn |   |
| 1.8 | <p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul> | x           |   |      |         | <p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</p> |

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how**

**it contributes to the economic, social and environmental sustainability of the city):**

**Economic**

Investment in new build facilities that would support the delivery of a broad and balanced curriculum. The new accommodation and expansion of provision would provide employment opportunities. Consideration would be given to using local contractors and suppliers.

**Social**

There could be the potential for community use of school facilities outside of school hours.

**Environmental sustainability**

This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs and detrimental environmental impact.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

If the proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school.

The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.



## Part 2: Strategic Environmental Assessment Screening

|     |   | Yes | No |
|-----|---|-----|----|
| 2.1 | Does the plan or programme set the framework for future development consent?                      | x   |    |
| 2.2 | Is the plan or programme likely to have significant, positive or negative, environmental effects? |     | x  |

|   |            |  |
|---|------------|--|
| <p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ <b>If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</b></li> <li>▪ <b>If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</b></li> </ul> | <b>Yes</b> | <p><b>No</b><br/>X<br/>An SEA has been undertaken (attached)</p> |
|---|------------|--|

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

|     |   | Yes | No | Unsure |
|-----|---|-----|----|--------|
| 3.1 | Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?   |     | x  |        |
| 3.2 | Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site? |     | x  |        |
| 3.3 | Is a full HRA needed?   |     | x  |        |

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)

## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



**Policy/Strategy/Project/Procedure/Service/Function Title:**  
**Proposal:**  
**SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL**

|   |  |
|---|--|
| <b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b> |  |
| Name: Richard Portas  | Job Title: Programme Director                    |
| Service Team:<br>School Organisation Programme  | Service Area:<br>Education and Lifelong Learning |
| Assessment Date: August 2021  |  |

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

1. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

See Page 2

**3 Assess Impact on the Protected Characteristics**

**3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| 3 to 11 years  |     | x  |     |
| 11 to 18 years | x   |    |     |

|               |  |          |  |
|---------------|--|----------|--|
| 18 - 65 years |  | <b>x</b> |  |
| Over 65 years |  | <b>x</b> |  |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>               |
| The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments. |
| <b>What action(s) can you take to address the differential impact?</b>   |
|  |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>   |
|  |

### 3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

|   | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|---|------------|-----------|------------|
| Hearing Impairment                        |            | <b>x</b>  |            |
| Physical Impairment                       |            | <b>x</b>  |            |
| Visual Impairment                         |            | <b>x</b>  |            |
| Learning Disability                       |            | <b>x</b>  |            |
| Long-Standing Illness or Health Condition |            |           | <b>x</b>   |
| Mental Health                             |            |           | <b>x</b>   |
| Substance Misuse                          |            |           | <b>x</b>   |
| Other                                     |            |           | <b>x</b>   |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
|  |
| <b>What action(s) can you take to address the differential impact?</b>                                       |
|  |

**If no differential impact, explain the reason(s) for this assessment:**

**Accessibility of the accommodation**

An equality impact assessments would be carried out to identify the accessibility of the new school building. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| <b>Transgender People</b><br>(People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

The proposal would need to ensure compliance with the Council's policies on equal opportunities.

An equality impact assessments would be carried out to identify the accessibility of the new

school building. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

|                   | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage          |     |    | X   |
| Civil Partnership |     |    | X   |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
|  |
| <b>What action(s) can you take to address the differential impact?</b>                                       |
|  |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>                                 |
| N/A  |

### 3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy |     |    |     |
| Maternity |     |    | N/A |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>  |
|   |
| <b>What action(s) can you take to address the differential impact?</b>  |
|   |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>  |
| The Council's procedure for managing staffing changes would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

An equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|   | Yes | No | N/A |
|---|-----|----|-----|
| White                                       |     | x  |     |
| Mixed / Multiple Ethnic Groups              |     | x  |     |
| Asian / Asian British                       |     | x  |     |
| Black / African / Caribbean / Black British |     | x  |     |
| Other Ethnic Groups                         |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

### 3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

|          | Yes | No | N/A |
|----------|-----|----|-----|
| Buddhist |     | x  |     |

|           |  |   |  |
|-----------|--|---|--|
| Christian |  | x |  |
| Hindu     |  | x |  |
| Humanist  |  | x |  |
| Jewish    |  | x |  |
| Muslim    |  | x |  |
| Sikh      |  | x |  |
| Other     |  | x |  |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>   |
|  |
| <b>What action(s) can you take to address the differential impact?</b>   |
|  |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>   |
| The proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all. |
| The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).                          |

### 3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

|       | Yes | No | N/A |
|-------|-----|----|-----|
| Men   |     | x  |     |
| Women |     | x  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
|  |
| <b>What action(s) can you take to address the differential impact?</b>                                       |
|  |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>                                 |
| Maintained school provision admits pupils of both sexes and this would continue to be the case.              |
| The Council's procedure for managing any staffing changes would be used in implementing                      |



any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|              | Yes | No | N/A |
|--------------|-----|----|-----|
| Bisexual     |     | x  |     |
| Gay Men      |     | x  |     |
| Gay Women    |     | x  |     |
| Heterosexual |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council's procedure for managing staffing changes would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

|                 | Yes | No | N/A |
|-----------------|-----|----|-----|
| Welsh Language  |     | x  |     |
| Other languages |     | x  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>   |
|  |
| <b>What action(s) can you take to address the differential impact?</b>   |
|  |
| <b>If no differential impact, explain the reason(s) for this assessment:</b>   |
| <p><b>Language support</b></p> <ul style="list-style-type: none"> <li>• The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</li> </ul> <p><b>Impact of the proposal on the Welsh Language</b></p> <ul style="list-style-type: none"> <li>• It is not anticipated that there will be any differential impact on the Welsh Language, as a result of this proposal.</li> <li>• The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.</li> <li>• The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</li> <li>• The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.</li> <li>• Whilst forecasts, based on the number of children in the Welsh-medium primary,</li> </ul> |

indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

**5. Summary of Actions [Listed in the Sections above]**

| Groups                       | Actions  |
|------------------------------|--|
| Age                          |  |
| Disability                   |  |
| Gender                       |  |
| Reassignment                 |  |
| Marriage & Civil Partnership |  |
| Pregnancy & Maternity        |  |
| Race                         |  |
| Religion/Belief              |  |
| Sex                          |  |
| Sexual Orientation           |  |
| Language                     | <p>If the proposal were to proceed:</p> <ul style="list-style-type: none"> <li>• compliance with the Council's policies on equal opportunities would need to be ensured.</li> <li>• an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act</li> </ul> |

|  |  |
|--|--|
|  | 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. |
|--|--|

**6. Further Action**

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area’s Business Plan to be monitored on a regular basis.

**7. Authorisation**

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

|  |                   |
|--|-------------------|
| Completed By: Rachel Burgess Willis                | Date: August 2021 |
| Designation: Schools Organisation Planning Officer | Rosalie Phillips  |
| Approved By:                                       |                   |
| Designation:                                       |                   |
| Service Area:                                      |                   |

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate’s Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.  
 For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

**Background**

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff’s 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

**To request a copy of the assessment on the Strategic Framework please contact Rachel Burgess-Willis, [Rachel.Burgess.Willis@cardiff.gov.uk](mailto:Rachel.Burgess.Willis@cardiff.gov.uk)**

## Proposal

### SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: : REPLACEMENT WILLOWS HIGH SCHOOL

|                            |  |
|----------------------------|--|
| <b>xx</b>                  | <b>= very incompatible; very negative effect</b> |
| <b>x</b>                   | <b>= incompatible; negative effect</b>           |
| <b>✓</b>                   | <b>= compatible; positive effect</b>             |
| <b>✓✓</b>                  | <b>= very compatible; very positive effect</b>   |
| <b>0</b>                   | <b>= no links; neutral effect</b>                |
| <b>? and/or mitigation</b> | <b>= uncertain effects</b>                       |
| <b>DNA</b>                 | <b>= data not available</b>                      |

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

| SEA objective   | SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL |  | Do nothing |  |
|---|---|--|------------|--|
|   | Rating  | Commentary/ explanation of compatibility with SEA objective  | Rating     | Commentary/ explanation of compatibility with SEA objective  |
| 1. <i>Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</i>   | ✓   | The current school buildings at Willows High School are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.  | x          | The current school buildings are not considered fit for the 21 <sup>st</sup> Century. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. |
| 2. <i>Reduce greenhouse gas emissions through:</i><br>a) Energy efficient building design and disposing of poor quality surplus accommodation<br>b) Promoting sustainable modes of transport and integrated transport | ✓<br><br><br><br><br><br><br><br><br><br>X<br><br>Mitigation  | a)<br><br>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.<br><br>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and | x          | See comments next to SEA Objective 1 above   |

| SEA objective  | SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL |  | Do nothing |   |
|--|---|--|------------|---|
|  | Rating  | Commentary/ explanation of compatibility with SEA objective  | Rating     | Commentary/ explanation of compatibility with SEA objective |
| systems  |   | <p>reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> </li> <li>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</li> </ul> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p> |            |   |
| 3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS | <b>0</b>  | With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.  | x          | See comments next to SEA Objective 1 above                  |

| SEA objective  | SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL |   | Do nothing |   |
|--|---|---|------------|---|
|  | Rating  | Commentary/ explanation of compatibility with SEA objective   | Rating     | Commentary/ explanation of compatibility with SEA objective |
| 4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion                | 0<br><br>0  | a)<br>▪   | x          | See comments next to SEA Objective 1 above                  |
| 5. <i>Protect</i> and enhance biodiversity, flora and fauna  | 0   | Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna   | x          | See comments next to SEA Objective 1 above                  |
| 6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)  | 0   | Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities)   | x          | See comments next to SEA Objective 1 above                  |
| 7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems | 0   | Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS   | x          | See comments next to SEA Objective 1 above                  |
| 8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all  | 0   | Achieved by making schools community focused - opening facilities to the public e.g. evening classes and extended learning opportunities.<br><br>If the proposal were to proceed, an Equality Impact Assessment (EqIA) would be carried out to consider the accessibility of the new building site. | x          | See comments next to SEA Objective 1 above                  |

| SEA objective  | SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: REPLACEMENT WILLOWS HIGH SCHOOL |   | Do nothing |   |
|--|---|---|------------|---|
|  | Rating  | Commentary/ explanation of compatibility with SEA objective   | Rating     | Commentary/ explanation of compatibility with SEA objective |
|  |   | The EqIA would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. |            |   |
| 9. <i>Protect and enhance</i> designated historic assets | <b>0</b>  | There are no registered historic assets on the proposed new school site.  | x          | See comments next to SEA Objective 1 above                  |

## Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goals and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpins school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.