

Central Somers Town CIP

Equalities Impact Assessment

DECEMBER 2015



Equality Impact Assessments - equality through public services



Our approach

Equality impact assessments (EQIAs) are our chosen way for working out the effect our policies, practices or activities (the word activity will be used throughout this form as an umbrella term) might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services are as effective as they can be for everyone Camden serves. They also help to prevent us from taking action that might have outcomes we did not intend.

It is essential that you start to think about the EQIA process before you develop any new activity or make changes to an existing activity. This is because the EQIA needs to be integral to service improvement rather than an 'add-on'. If equality analysis is done at the end of a process it will often be too late for changes to be made.

If a staff restructure of organisational change is identified as necessary following the review of an activity then an EQIA needs to be completed for **both** stages of the process, i.e. one when the activity is reviewed and one when the restructure or organisational change is undertaken .

Please read the council's EIA guidance, ['Equality impact assessments – equality through public services, a step-by-step guide'](#), before beginning the EIA process.

Stage one - what is being analysed and who is responsible for the equality impact assessment?

This section should be completed to help you plan how you will analyse an activity.

Name of the activity being analysed	Central Somers Town Community Investment Programme (CIP) project
Service and directorate responsible	CSF - Property & Contracts
Names and posts of staff undertaking the assessment	Louise Trewavas Project and stakeholder engagement, CSF x 5572 Jane Debono, Principal Planner for Somers Town x 6373
Date assessment completed	10th December 2015
Name of person responsible for sign off of the EIA	Matt Sales Head of Property & Contracts

Stage two - planning your equality analysis

This section of the form should be completed when you are developing your proposals for assessing the activity.

The information you will need to collect should be proportionate to the activity that you are looking at. A small change in policy, for example, does not need to be supported by the same amount of evidence and analysis as a major change in service provision.

Outline the activity being assessed

Introduction

This Equality Impact Assessment (EQIA) is being carried out in relation to the regeneration of Central Somers Town CIP scheme.

In order to give due regard to the potential impact to groups with protected characteristics under the Equality Act 2010 and as part of Camden's committed to reducing inequality, which is reflected in both the Camden Plan and the outcomes of [Camden's Equality Taskforce](#).

The regeneration will deliver

- new residential units in buildings of 3 – 9 storeys in height, delivering a range of affordable homes and properties for sale to fund the scheme
- new community hall, nursery and community play facility (replacing existing) and ground floor commercial floor space
- a residential tower (25 storeys), which will be sold to fund the regeneration
- redevelopment of Edith Neville Primary School with new 2 storey building (replacing existing), and
- improved public open space, community garden and public realm

Background/Context

The first EIA was carried out in December 2013. It was then updated and included as an appendix to a Cabinet report in December 15 and further updated to be included here as part of the planning submission for the regeneration of Central Somers Town. This EIA primarily updates that assessment in light of the enhancement to the original proposals. Camden Council is planning a comprehensive regeneration of the Somers Town area of the borough, where the council owns a large proportion of land, and where there is considerable potential to improve the area. The "*central Somers Town project*" is a key project to support the regeneration of Somers Town. The project has considered ideas for the existing Edith Neville site, the community play facility, nursery, and Polygon Road and Purchase Street open spaces and options to provide new housing and address community safety issues. The council has been consulting with the community on priorities for the area, including how to rebuild the school. The Somers Town Community Investment Programme (STCIP) is focused on an area smaller than the ward bounded by St Pancras and Euston Station, Euston Road and Mornington Crescent. This EQIA includes data for the STCIP area where available.

It has been acknowledged for some time that the Edith Neville Primary School and children's centre buildings have not been fit for purpose. The main 1960s school building is beyond its useful life, suffering from subsidence, movement and cracking - surveys have revealed that these problems would best be addressed by rebuilding rather than refurbishment. As there is no government funding to rebuild the school, Camden needed to look to at the development and sale of new homes to achieve this. Therefore, project officers have investigated how the rebuild of the school could facilitate other improvements in Somers Town so as to bring wider benefits for the local community.

Edith Neville Primary School is situated in the heart of Somers Town. The redevelopment of the school site will provide the opportunity to build a state of the art, fit for purpose primary school with the potential to expand and provide additional places as and when they are needed.

The current primary provision in the area is appropriate in terms of places provided. However, if all the housing developments planned in the locality come to fruition, there will be a need for a considerable increase in primary places provided.

The regeneration has other important elements that meet the needs of the local community. Proposals include the provision of new accommodation for a community play facility and nursery. The proposals will provide

brand new and state of the art buildings for both. Polygon Road and Purchase Street open spaces will be linked to form one park to improve the quality of open space and designed to encourage more active use and making it easier and safer for people to get around Somers Town.

136 new homes will be provided with enough private homes for sale to fund the proposals, with a commitment to maximise the amount of affordable homes within financial limits.

Desired Outcomes

The regeneration of central Somers Town needs to deliver against the Somers Town priorities which were agreed with residents in 2013 and re-affirmed through five rounds of consultation. They are:

- Build new homes including affordable ones
- Make it easier and safer to get about Somers Town
- Improve education and community facilities
- Improve the quality and function of open spaces
- Reduce the opportunity for crime and anti-social behaviour (ASB)
- Increase access to jobs and training
- Help people live longer and healthier lives.

Groups Potentially Affected

The groups likely to be affected by this redevelopment include:

- Residents who live on or near to the proposed redevelopment site and those who represent them
- Pupils, parents, carers and governors of Edith Neville Primary School
- Children and parents who use the Plot 10 community play facility
- Pupils, parents, carers and governors of St Aloysius Infant School
- Users of Somers Town Community Centre
- Neighbourhood planning Forum (NPF) members
- Users of public open space in central Somers Town
- Residents of Clyde Court sheltered housing, which is part of the Coopers Lane estate.

These groups were consulted in the variety of phases of consultation undertaken, and reflect the diversity of the local population in terms of their background and interests.

Gather relevant equality data and information

Demographic and equality data about the population of the St Pancras and Somers Town ward, the Somers Town CIP area as well as the school population is considered in this EQIA to ensure due regard is given to groups with protected characteristics potentially affected by this proposed activity. The data shows that highest proportion of people with protected characteristics The data shows the STCIP area has the highest proportion of people from the most protected groups, followed by the ward which in turn is higher than Camden as a whole. For example, there are more younger and older people; more people from non-white ethnic groups and more people with poor health outcomes in the ST CIP area compared to the ward and to Camden as a whole.

While socio-economic status is not a protected characteristic St Pancras and Somers Town ward is within the 10% 'most deprived' in England as measured by the Index of Multiple Deprivation

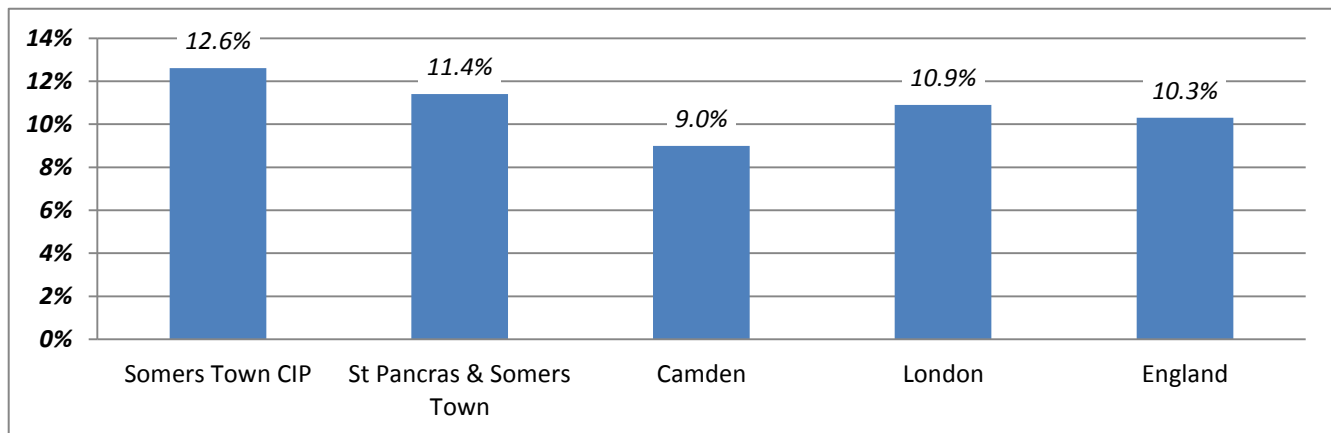
The school is in the St Pancras and Somers Town ward of the borough. Data about the demographic and equality data about the population of the local community as well as the school population is considered in this equality impact assessment to ensure due regard is given to groups with protected characteristics potentially to be affected by this proposed activity.

Age:

The most recent data available about the age structure is from the 2011 Census. This shows that in the Somers Town CIP area 12.6% of the population is aged between 3 and 11, compared with 11.4% in St Pancras and Somers Town ward, 9.0% for Camden, 10.9% for London, and 10.3% for England, making the primary age population slightly higher in percentage terms than for Camden, as well as regionally and nationally.

Figure and Table 2 Percentage of residents aged 3-11

Area	Somers Town CIP	St Pancras & Somers Town	Camden	London	England
Percentage of residents aged 3-11	12.6%	11.4%	9.0%	10.9%	10.3%



(Source: 2011 Census, ONS).

Race/Ethnicity:

The ethnicity of the residents of Somers Town CIP area, in which the school is situated, are given in table 3 below. This shows the considerable diversity of the resident population within the area, showing that 53% are from Black & Minority Ethnic groups, and 68% are from All Minority Ethnic groups (including *Irish, Gypsy/Traveller* and *Other White* groups). This is considerably higher than the Camden average, and Camden is already one of the most diverse boroughs ethnically in London, where the Black and Minority Ethnic population of Camden is more than one third (34%) of the total and the All Minority Ethnic population is 56%.

Somers Town CIP’s diversity figures are almost 4 times higher than the English average. *White-British* is the largest ethnic group within Somers Town CIP, albeit at 73% of the level in Camden as a whole, and 40% of the England figure. The second largest group is the *Bangladeshi* community, at almost 19%, more than three times the Camden proportion, 7 times larger than the London average, and nearly 24 times the England average. The third largest community are the *White- Other* group (12%) which are lower than the Camden average (19%) - but around the average for London (13%). It is also worth considering language as an issue separately, connected to race and ethnicity – this will be addressed in a section below and overleaf. The ethnicity of the school shows around 93% of the pupils come from a BME (i.e. non-White) background, compared to a Camden average of 76%, making it one of the most diverse schools in Camden, if not London.

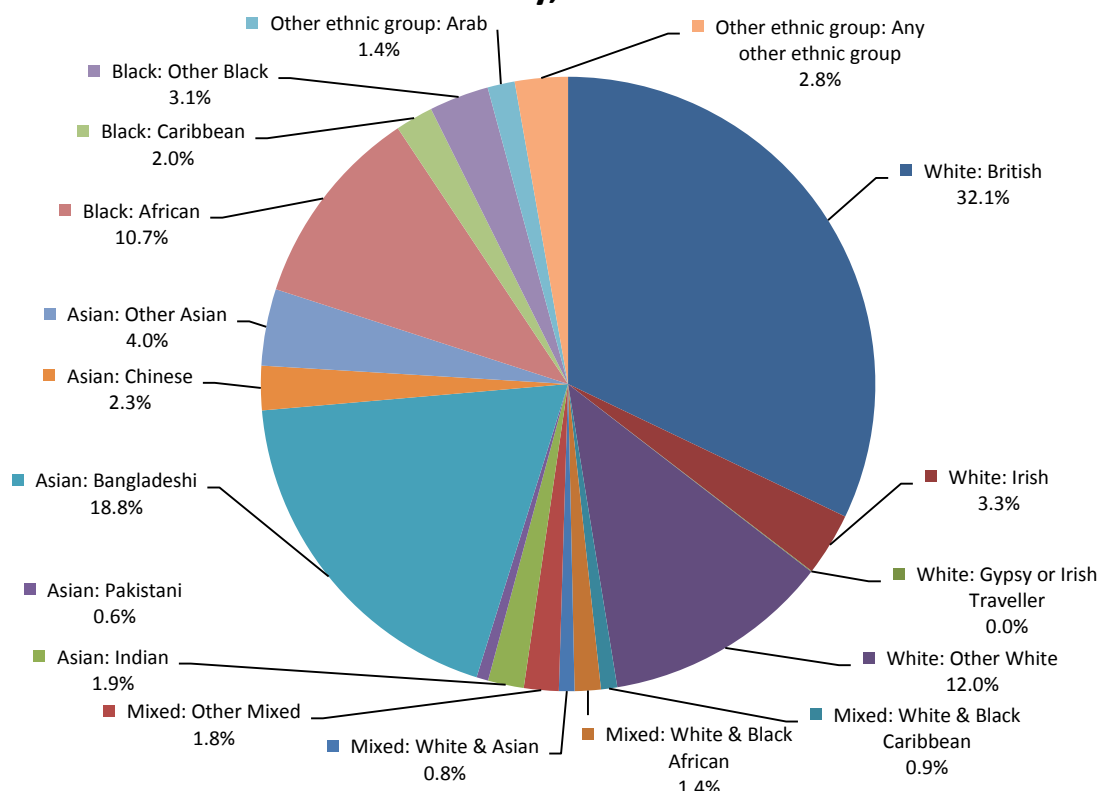
St Pancras and Somers Town’s diversity is around three times higher than the English average. “White-British” remains the biggest ethnic group within St Pancras and Somers Town,(and STCIP) albeit at around 80% of the level in Camden as a whole, and 45% of the English figure. The second largest group are the Bangladeshi community at just under 15%,(19% in STCIP) three times the Camden figure as a whole, 5 times bigger than the London average, and 19 times the English average. The third largest community are the “White- Other” group at 13% (12%in STCIP) which is slightly lower than the Camden average but around the average for London. It is also worth considering language as an issue separately, connected to race and ethnicity – this will be addressed in a section below and overleaf.

Table 3 Ethnic Group (percentage)

Ethnic Group	Somers Town CIP	St Pancras & Somers Town	Camden	London	England
White - British	32.1	34.6	44.0	44.9	80.5
White: Irish	3.3	3.1	3.2	2.2	0.9
White: Gypsy or Irish Traveller	0.0	0.1	0.1	0.1	0.1
White: Other White	12.0	13.2	19.0	12.6	4.4

TOTAL WHITE	47.4	51.0	66.3	59.8	86.0
Mixed: White and Black Caribbean	0.9	1.2	1.1	1.5	0.8
Mixed: White and Black African	1.4	1.3	0.8	0.8	0.3
Mixed: White and Asian	0.8	1.1	1.8	1.2	0.6
Mixed: Other Mixed	1.8	2.2	1.9	1.5	0.5
TOTAL MIXED	4.9	5.7	5.6	5.0	2.2
Asian: Indian	1.9	1.9	2.8	6.6	2.5
Asian: Pakistani	0.6	0.5	0.7	2.7	2.0
Asian: Bangladeshi	18.8	15.1	5.7	2.7	0.8
Asian: Chinese	2.3	3.1	2.9	1.5	0.7
Asian: Other Asian	4.0	3.9	4.0	4.9	1.5
TOTAL ASIAN	27.7	24.6	16.1	18.5	7.5
Black: African	10.7	9.5	4.9	7.0	1.8
Black: Caribbean	2.0	1.9	1.6	4.2	1.1
Black: Other Black	3.1	2.9	1.7	2.1	0.5
TOTAL BLACK	15.8	14.3	8.2	13.3	3.3
Other Ethnic Group: Arab	1.4	1.9	1.6	1.3	0.4
Other Ethnic Group: Any Other	2.8	2.5	2.3	2.1	0.6
TOTAL OTHER	4.2	4.4	3.8	3.4	1.0
BLACK & MINORITY ETHNIC (BME)	52.6	49.0	33.7	40.2	14.0
ALL MINORITY ETHNIC GROUPS (AME)	67.9	65.4	56.0	55.1	19.5

Figure 3. Somers Town CIP Ethnicity, 2011



(Source: 2011 Census, ONS).

When considering the children that attend Edith Neville school, The January 2015 School Census, shows that 97% of the pupils on roll are from a BME background, i.e. non-White (British or unknown background) compared to the Camden Primary school average of 75%, making it one of the most diverse Primary schools in Camden, it not London. Therefore the school pupil population is more diverse than that of the local residents.

Religion:

Note. In February 2015 ONS found that it had miscalculated the 'religion not stated' figures for Camden, Tower Hamlets and Islington. It has provided correction factors but crucially has not updated any of their published tables. This has a knock on effect on all religion statistics. Corrected figures are shown here for Camden/ward areas only and original published figures are shown for London and England. Further information on [ONS website](#).

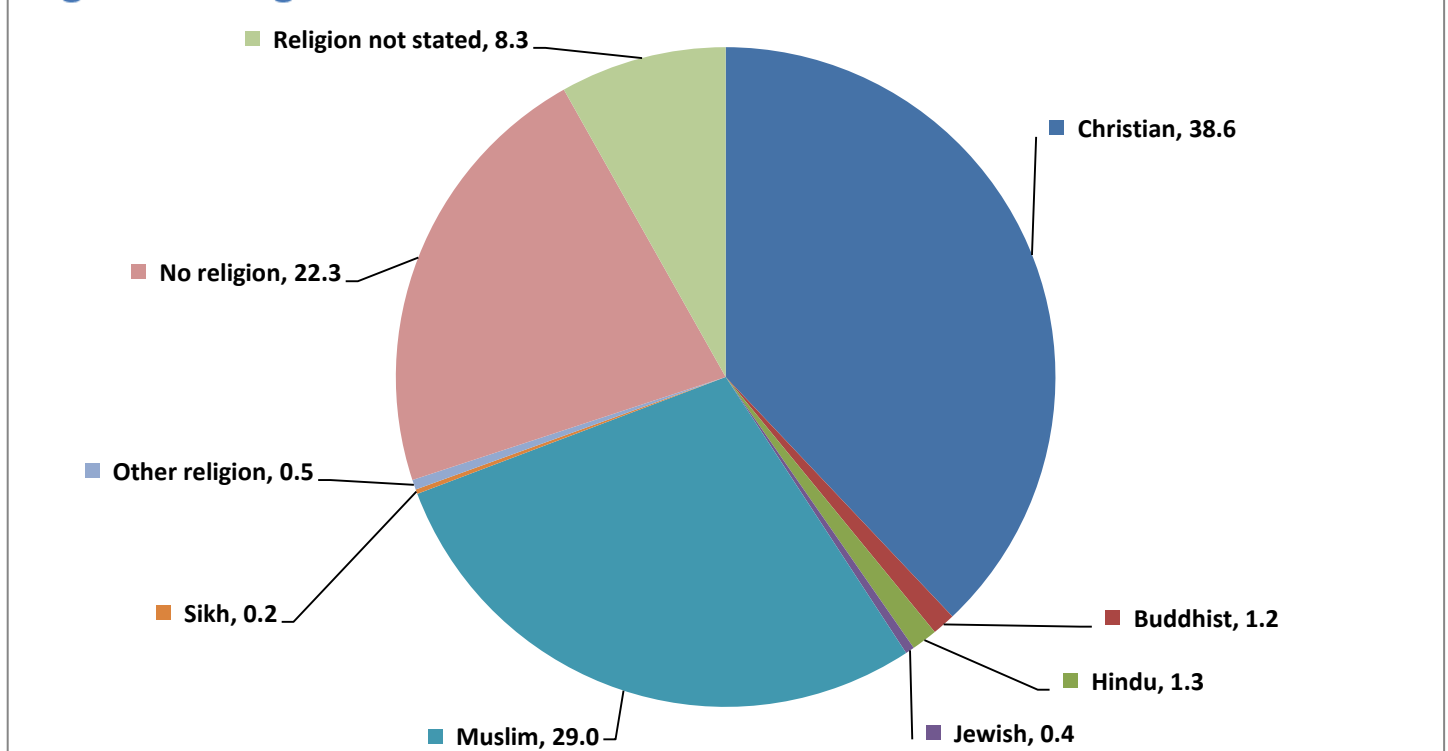
The largest group in the ward are Christians (39%), similar to the Camden average and around two thirds the national average (59%). More than a quarter of local residents are Muslim (29%) – more than double the Camden (14%) and London (12%) averages and nearly 6 times the national average (5%).

Table 4 – Religion by percentage in Ward, Borough, Region, and Country

Religion	St Pancras and Somers Town	Camden	London	England
Christian	38.6	38.5	48.4	59.4
Buddhist	1.2	1.4	1.0	0.5
Hindu	1.3	1.6	5.0	1.5
Jewish	0.4	5.1	1.8	0.5
Muslim	29.0	13.8	12.4	5.0
Sikh	0.2	0.2	1.5	0.8
Other religion	0.5	0.6	0.6	0.4
No religion	22.3	29.1	20.7	24.7
Religion not stated	8.3	9.6	8.5	7.2

(Source: 2011 Census, ONS).

Figure 4 - Religion in St Pancras and Somers Town Ward



Religion is not recorded at pupil or school level, but given the enrolment of pupils who emanate mainly from the local area, the religion of the local population would most likely accurately represent that of the school population.

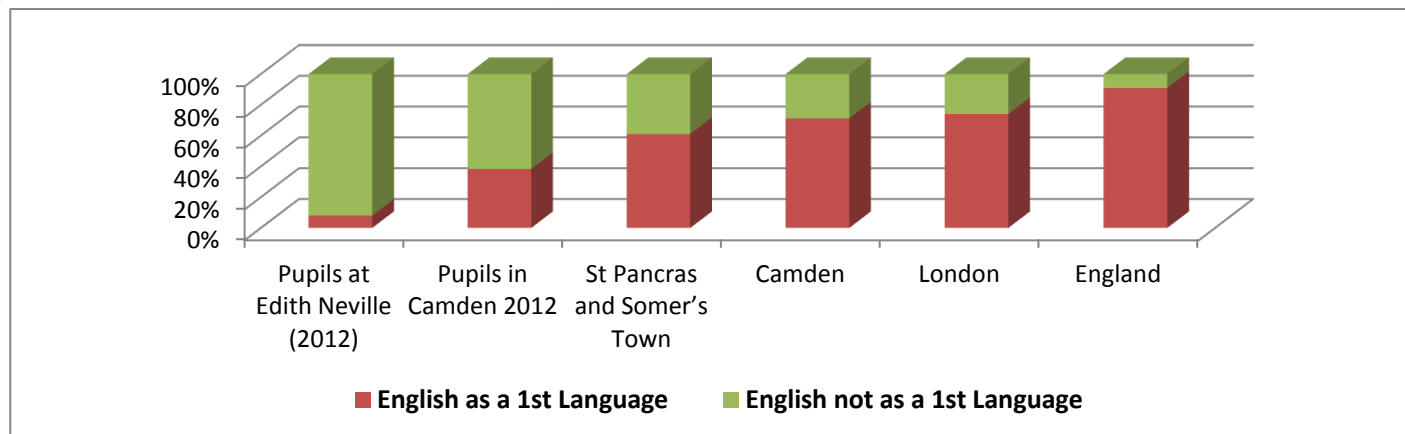
Language

Language is not a protected characteristic under the equality legislation, however it serves as an additional indicator of the demographic profile of the population, and so recent data is included to help inform this equality impact assessment. St Pancras and Somers Town also one of Camden’s, if not London’s most diverse wards, ethnically, religiously, and in terms of language. The table below gives the proportion of residents with English as the main language of the household – for all people aged 16 and over in the household having English as a main language. It can be seen that few pupils – 8% – have English as a first language at Edith Neville Primary School, which is significantly lower than the Camden, London and national average.

Table 5 and Figure 5 – English as a 1st language School for pupils at Edith Neville and in Camden Schools, Ward, Borough, Region, and Country (%)

Pupils at Edith Neville (2015)	Pupils in Camden (2015)	St Pancras and Somers Town	Camden	London	England
7.0	40.0	61.0	71.2	74.0	90.9

(Sources: DfE website; 2011 Census, ONS)



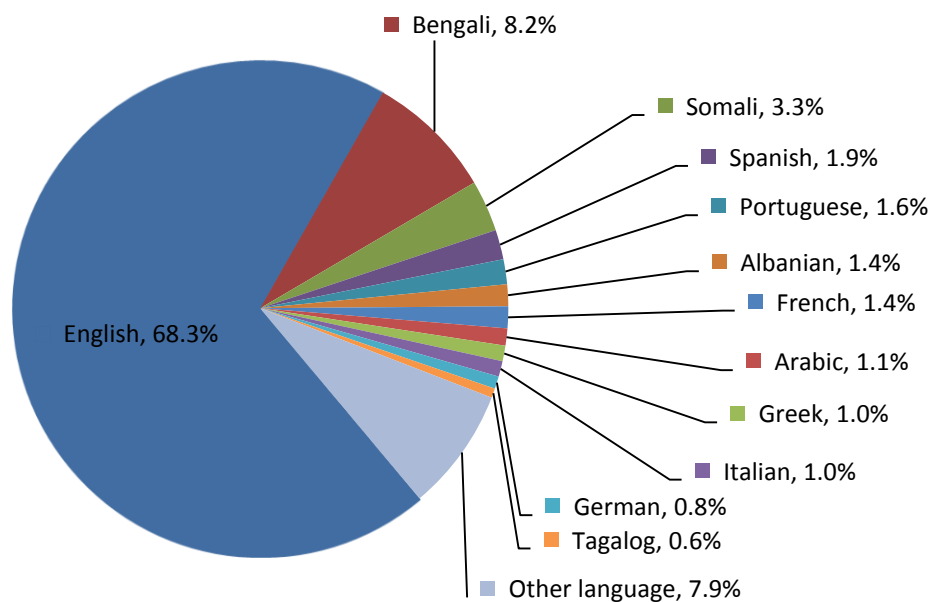
This shows that English is the 2nd language of around 92% of pupils homes at Edith Neville compared to 40% of households in St Pancras and Somers Town, against around 29% for Camden households, 26% for, London and around 10% nationwide. This shows that English as a 1st language for pupils at Edith Neville contrasts quite dramatically with the ward and Camden population – with English speakers 11 times lower at the school than in the immediate locality and demonstrates the diversity of backgrounds of the pupils attending the school.

A more detailed study shows the top 12 household languages – all those with 1% or more in St Pancras and Somers Town ward. The 2nd most widely spoken language in St Pancras and Somers Town is Bengali, at around 8% - more than twice the Camden average, followed by Somali and Spanish languages. The percentages of Portuguese, Albanian, Arabic, Greek and Tagalog spoken in the locality are also higher than Camden and London averages.

Table 6 and Figure 6 – Primary household language in Ward, Borough, Region, and Country

Language	St Pancras & Somers Town	Camden	London	England
English	68.3%	76.5%	77.9%	92.0%
Bengali	8.2%	3.0%	1.5%	0.4%
Somali	3.3%	1.2%	0.7%	0.2%
Spanish	1.9%	1.5%	0.9%	0.2%
Portuguese	1.6%	0.9%	0.9%	0.3%
Albanian	1.4%	1.0%	0.3%	0.1%
French	1.4%	2.0%	1.1%	0.3%
Arabic	1.1%	1.0%	0.9%	0.3%
Greek	1.0%	0.8%	0.3%	0.1%
Italian	1.0%	1.2%	0.6%	0.2%
German	0.8%	1.0%	0.4%	0.1%
Tagalog	0.6%	0.5%	0.3%	0.1%

(Source: 2011 Census, ONS).

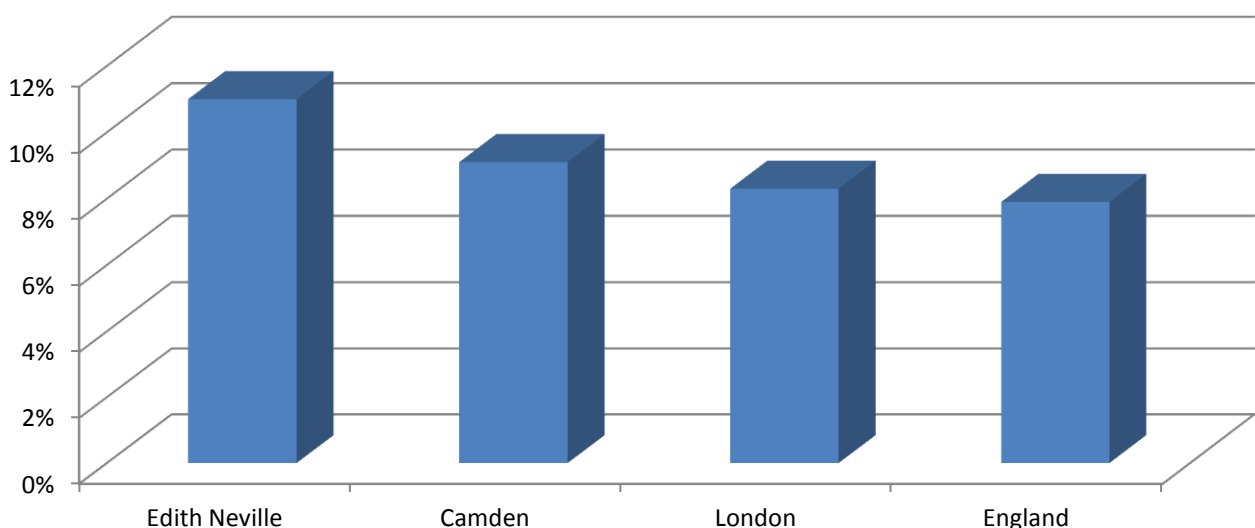


Disability

There are no generally comparable disability figures available at a school level for Edith Neville. We can, however ascertain the level of special needs for children within the school and at a borough, region and national level. This shows that Edith Neville has a considerably higher than average level of pupils with SEN with statements or 'SEN support'

Table 7 Percentage of pupils with SEN with statements or 'school support'	Edith Neville	Camden Primary	London	England
	35%	15%	15%	14%

Figure 7 -% of pupils with SEN statements or on Schools Action Plus 2013



(Source: Schools Census, 2013)

Disability

There are no generally comparable disability figures available at a school level for Edith Neville. We can, however ascertain the level of special needs for children within the school and at a borough, regional and national level. This shows that Edith Neville has a higher than average level of pupils with Special Education Needs (SEN) with statements or on programmes of extra support for those who do not have statements but who are considered in need of additional support,

Health

Although health is not a protected characteristic, the St Pancras and Somers Town ward has a higher than Camden average proportion of residents with bad or very bad health. The ward also has an older population than the Camden average. This may be a contributing factor, as the occurrence of long term conditions in the population increases with age.

Health outcomes	St Pancras & Somers Town ward	Camden	England
Bad or Very Bad Health (1)	8.2%	5.6%	5.5%
Day-to-Day Activities Limited a Lot (1)	9.7%	7.0%	8.3%
At least 1 Long Term Condition (2)	22.0%	19.2%	N/A
2 or more Long Term Conditions (2)	9.4%	7.7%	N/A
Common Mental Disorder (2)	16.1%	14.6%	N/A

Sources: (1) Census, 2011; (2) Camden and Islington Primary Health Dataset, 2012

The population aged 75 and over is expected to grow by 53% in St Pancras and Somers Town ward between 2015 and 2030.

The population aged 65 to 75 year age group is expected to grow by 44.1% in the St Pancras & Somers Town ward. This is much greater than the 25.3% growth projected for Camden as a whole.

The ward has high levels of deprivation; this is particularly significant because evidence shows that people living in the most deprived areas consult their doctor twice as many times as someone living in the least deprived areas. This is in addition to evidence that as people age, so they consult their doctor more often.

Gender Assignment and sexual orientation

The statistics for gender assignment or sexual orientation statistics at ward level at similar to those at Camden-wide and national level.

Deprivation/Economic inequality

The ward is within the 10% 'most deprived' in England as measured by the Index of Multiple Deprivation. St Pancras and Somers Town ward is the most deprived ward in Camden by all the measures of deprivation. In terms of employment deprivation St Pancras and Somers Town ward is the 29th most deprived ward in London. In terms of income deprivation St Pancras and Somers Town ward is the 12th most deprived ward in London. (Source: Camden census data 2011).

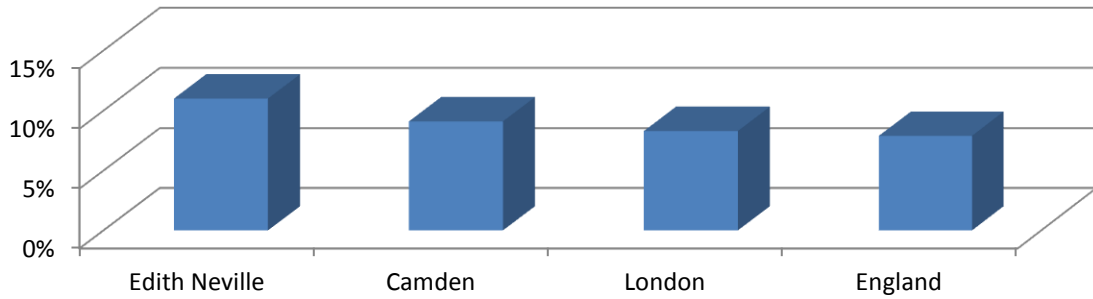
Whilst socio-economic status is not a protected characteristic, the DfE and a wide variety of other agencies use Free School Meal (FSM) eligibility as a proxy for deprivation, as a number of benefits provide a gateway for this award, and the number of pupils eligible in a particular school can show the relative deprivation of that school in comparison with other schools inside and outside the borough. The school has 42% of pupils on free school meals, compared to 37% for Camden. This places it 13th highest in primary phase schools – within the top third of schools with FSM eligibility, just slightly higher than the Camden average, and just under double the London average for FSM eligibility.

Table 8 Free School Meal Eligibility

Primary Free School Meals eligibility %	Edith Neville	Camden	London	England
	42%	37%	24%	19%

Source: DfE Website 2013

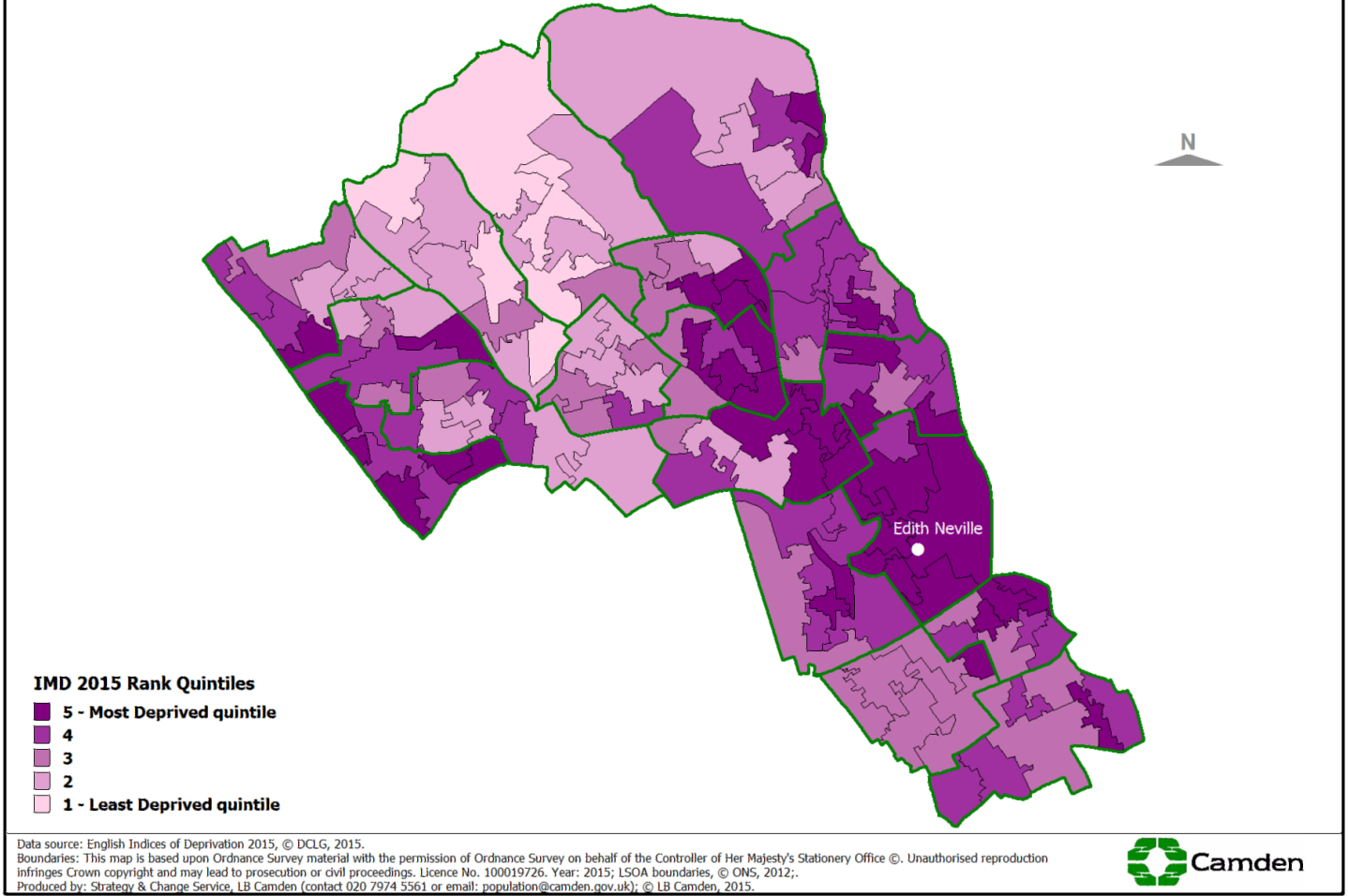
Figure 8 - percentage of pupils eligible for Free School Meals



(Source: DfE Website, 2013)

The position of the school in the borough, in the context of the deprivation experienced in wards and at sub levels in Camden is given below.

Indices of Deprivation 2015: Index of Multiple Deprivation (IMD) Rank Quintiles



(Source: DCLG English Indices of Deprivation 2015)

Consultation and engagement

Have you identified any information gaps?

No information gaps have been identified. The demographic data gathered from responses in September 2016 shows that the responses received reflect the diversity of the Somers Town and St Pancras community and that protected groups have been contacted during the consultation.

The specific steps taken to engage hard to reach groups were, for example, holding events for residents of sheltered housing within the sheltered housing block, organising targeted community events for the Bengali and Somali communities with interpreters, and holding joint events with key stakeholders such as Somers Town Youth Centre and New Horizons to ensure the views of young people were reflected.

Stage three - analysing your equality information and assessing the impact

This section of the EIA should be completed when you are reviewing this activity and considering different options for future delivery.

Analysing the evidence outlined above, could the activity have a negative or positive impact on protected groups?

This assessment finds that the redevelopment and re-provision of the school will result in positive impacts across groups with protected characteristics and will directly benefit pupils, parents/carers and staff of the school and residents in Somers Town and St Pancras particularly as the data shows that the STCIP area has a higher proportion of people with protected characteristics and experience of deprivation. **No potential unlawful discrimination and no negative or disproportionate impacts on protected groups have been identified as a result of the proposed activity.**

The redevelopment and re-provision of Edith Neville primary school will deliver the conditions to give children the best start in life. It will help improve life chances and equality of opportunity for primary age children in Somers Town and St Pancras and will enhance their educational and social outcomes.

The proposed new school site will be fully wheelchair and disability accessible; a standard which the present site is unable to meet, and so the new site will have enhanced benefits for pupils and staff that have a physical disability. Improved play and learning spaces represent a significant benefit for children living in the area. These children rely more heavily on the school, the children's centre facilities and the activities that they provide, than might be the case in less deprived areas. The wrap around services provided during early years are designed to lessen the impact of this deprivation, and help to 'narrow the gap' in achievement and attainment for these children. As such the improvements proposed are designed to promote greater equality by enhancing the life chances of children coming from areas and backgrounds of greater deprivation. The rebuilding and potential expansion of the school, along with the improvements to public open spaces proposed in the wider redevelop will benefit all sections of the community and will therefore provide the opportunity to foster good relations.

St Aloysius Nursery is currently located in temporary accommodation on the Regent High school site. Relocating the nursery would both enable the works at the Regent High school to be completed and secure a permanent home for the nursery within Central Somers Town. This will protect provision of nursery places in the area.

Rebuilding the community play facility will provide local children with a new brand new accessible building and a sustainable future with a larger internal area and a high quality external area to better support a wider variety of activities for young people including a specialist multi-use games area with floodlighting for evening use.

The planned improvements to the public realm and open spaces are designed to:

- improve community safety
- improve the accessibility for people with disabilities through better landscaping and renewal of paths and highways
- Encourage more people to walk and cycle through the area.

These planned improvements are likely to be a positive benefit for older residents and those with disabilities as these groups are easily deterred from using public areas that they do not consider safe. The consultation revealed those areas of the existing open space that are under-used for this reason, and the designs address these concerns.

The provision of new housing, including at up to 29% socially rented let on a local lettings policy, will provide a benefit for local residents in housing need.

The new housing proposed next to Coopers Lane estate will mean that the current tenants' hall will be demolished and rebuilt. The hall is being re-provided at ground floor level, next to the new and slightly larger community garden to enable elderly residents in the neighbouring Clyde Court sheltered housing provision to continue to make use of it.

There will be temporary negative impacts during construction affecting all residents of the area immediately surrounding the school and users of the public open space. Local residents have been living adjacent to a number of major building projects in and around the Somers Town area and their concerns about this issue have been reflected in the consultation. During the redevelopment phase, parking and transport pressures may be felt. However the impact will be proportionate and is likely to affect all groups with protected

characteristics equally.

Equality impact summary

Please use this grid to summarise the impacts outlined above.

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
Age	N/A	The addition of a brand new state of the art primary school building in this location will be positive for primary age pupils that attend the school, as well as their parents and carers, with more appropriate and up to date provision. The provision of new accommodation for the nursery and community play facility will have a positive impact on children

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
		<p>and young people, securing a sustainable future for these services. The new park has been designed to reflect the needs of all residents of Somers Town and older residents in particular will benefit from improved access to open spaces</p>
Disability	N/A	<p>The brand new school building will have a positive impact for pupils with Special Education Needs SEND, particularly for pupils and staff with a physical disability as it is planned that the new school site will be fully wheelchair and disability accessible, which the present site is not. The community play, nursery and community hall will also be fully accessible. The improvements to the parks and public realm will make these spaces fully accessible.</p>
Gender reassignment	N/A	<p>The brand new school building, community play facility and nursery will have a positive impact by advancing equality of opportunity and fostering good relations for transgender children, parents and carers and residents in the local community.</p>
Marriage and civil partnership	N/A	<p>This proposal will benefit all, parents or carers by creating more appropriate and up to date education, community facilities and improved open spaces</p>
Pregnancy and maternity	N/A	<p>More appropriate and up to date provision will be provided to parents and carers of children in the area</p>
Race	N/A	<p>The brand new school building, nursery and community play facility will have a positive impact by advancing equality of opportunity and fostering good relations for children, parents and carers and residents of all races and ethnic groups in the local community</p>

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
Religion or belief	N/A	<p>The brand new school building, nursery and community play facility and improved open spaces will have a positive impact by advancing equality of opportunity and fostering good relations for children, parents and carers and residents of all religious beliefs in the local community.</p> <p>The school will remain a community school with an admissions policy based on siblings, medical need and location, and not on ability, belief or gender: it will accept children of all faiths and of no faith.</p>
Sex	N/A	<p>The brand new school building, nursery and community play facility and improved open spaces will have a positive impact by advancing equality of opportunity and fostering good relations for children, parents and carers and residents of both genders in the local community.</p>
Sexual orientation	N/A	<p>The brand new school building, nursery and community play facility will have a positive impact by advancing equality of opportunity and fostering good relations for children, parents and carers and residents of all sexual orientation in the local community.</p>

Stage four - planning for improvement

This section of the form should be completed when you are developing plans for the future delivery of the activity.

The actions identified below can also be included in your service plan to help mainstreaming and for performance management purposes. They should also be included in any decision making reports relating to the activity you are analysing. You may find it helpful to document the actions in an [action plan](#).

What actions have been identified:

- to mitigate against or minimise any negative impacts?
- to advance equality, and therefore improve the activity?

No disproportionate negative impacts on protected groups have been identified.

However, the impact on groups with protected characteristics will continue to be monitored as the regeneration of central Somers Town is implemented to mitigate against any negative or disproportionate impacts, although none are anticipated. As noted above, construction work *may* result in some short term disruption on residents living in the area, such as congestion and transport pressures. This impact will be proportionate and is likely to affect all of groups with protected characteristics equally.

We will address any concerns regarding this through the on-going development of the project. Measures to minimise the potential negative impact on residents will be taken during the site development and residents will be consulted and kept informed during construction, using communication channels appropriate to their language needs and disabilities.

These measures will be set out within the construction management documentation which will be produced before any of the works take place. We will also establish a contractor community liaison group with local residents to ensure that work is carried out with due consideration to the needs of residents, and vulnerable residents in particular.

Stage five - outcome of the EIA

Use this stage to record the outcome of the EIA. An EIA has four possible outcomes.

Outcome of analysis	Description	Select as applicable
Continue the activity	The EIA shows no potential for discrimination and all appropriate opportunities to advance equality and foster good relations have been taken	✓
Change the activity	The EIA identified the need to make changes to the activity to ensure it does not discriminate and/ or that all appropriate opportunities to advance equality and /or foster good relations have been taken. These changes are included in the planning for improvement section of this form.	
Justify and continue the activity without changes	The EIA has identified discrimination and / or missed opportunities to advance equality and / or foster good relations but it is still reasonable to continue the activity. Outline the reasons for this and the information used to reach this decision in the box below.	
Stop the activity	The EIA shows unlawful discrimination.	
No negative impacts or missed opportunities to advance equality have been identified.		

Stage six - review, sign off and publication

Review

Your EIA will have helped you to anticipate and address the activity's likely effect on different protected groups. However the actual effect will only be known once it is introduced. You may find you need to revise the activity if negative effects do occur. Equality analysis is an on-going process that does not end once an activity has been agreed or implemented.

Please state here when the activity will be reviewed, and how this will be done, for example through the service planning process, when the service is next procured etc. This will help you to determine whether or not it is having its intended effects. You do not necessarily need to repeat the equality analysis, but you should review the findings of the EIA, consider the mitigating steps and identify additional actions if necessary.

For restructures or organisational change a review should take place once the restructure has been completed. In addition to the areas identified above your review should include an evaluation of how the staff profile after the organisational change compares to Camden's profile, the division profile and the staff profile prior to the change. Your HR change adviser will provide you with the necessary data.

Date when EIA will be reviewed: **In 18 months' time: 20 May 2017**

Sign off

The EIA must be quality assured within the directorate before sign-off by the service head /AD.

Quality assured by:	Ruth Craven, Senior Officer, Strategy and Change
Quality assured by OD for organisational change / restructures:	N/A
Signed off by:	Matt Sales, Head of Property & Contracts
Date:	09/12/2015
Comments (If any)	N/A

Publication

If the activity will be subject to a Cabinet decision, the EIA must be submitted to committee services along with the relevant Cabinet report. Your EIA should also be published on Camden Data. All EIAs should now be uploaded to the [SharePoint site](#).