

Template for Impact Assessment Level 1: Initial screening assessment

Subject of assessment:	Schools Capital Programme 2024			
Coverage:	Service specific to Children’s Services			
This is a decision relating to:	<input type="checkbox"/> Strategy	<input type="checkbox"/> Policy	<input checked="" type="checkbox"/> Service	<input type="checkbox"/> Function
	<input type="checkbox"/> Process/procedure	<input checked="" type="checkbox"/> Programme	<input type="checkbox"/> Project	<input type="checkbox"/> Review
	<input type="checkbox"/> Organisational change	<input type="checkbox"/> Other (please state)		
It is a:	New approach:	<input type="checkbox"/>	Revision of an existing approach:	<input checked="" type="checkbox"/>
It is driven by:	Legislation:	<input type="checkbox"/>	Local or corporate requirements:	<input checked="" type="checkbox"/>
Description:	<ul style="list-style-type: none"> • Key aims, objectives and activities – to improve the learning environment in schools maintained by the Council. • Statutory drivers – the Council a duty to maintain its schools under Section 22 of the School Standards and Framework Act 1998. • Differences from any previous approach – The Schools Capital Programme is a rolling programme of improvement works and investments in schools. New schemes are added regularly. • Key stakeholders and intended beneficiaries – <ul style="list-style-type: none"> • Pupils and Parents of Pupils; • Local schools and Academy trusts; • Intended outcomes – <ul style="list-style-type: none"> • Ensure that locally maintained schools continue to be safe and welcoming environments in which to learn; • Compliance with Health and Safety requirements for employers and building owners 			
Live date:	The programme will primarily be delivered over the academic year 2023/24 and financial year 2024/25.			
Lifespan:	The Schools Capital Programme is reviewed annually or more regularly where needs require.			
Date of next review:	March 2025			

Screening questions	Response			Evidence
	No	Yes	Uncer tain	
<p>Human Rights</p> <p>Could the decision impact negatively on individual Human Rights as enshrined in UK legislation?*</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There is no evidence to suggest that the decision would negatively impact upon any individual's human rights. The decision does facilitate these rights including:</p> <ul style="list-style-type: none"> the right to an education. <p>The programme will positively impact on this right, increasing education provision in the local area.</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>
<p>Equality</p> <p>Could the decision result in adverse differential impacts on groups or individuals with characteristics protected in UK equality law? Could the decision impact differently on other commonly disadvantaged groups?*</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Public Sector Equality Duty (PSED) requires that when exercising its functions the Council must have due regard to the need to:-</p> <ul style="list-style-type: none"> eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act; advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. <p>In having due regard to the need to advance equality of opportunity, the Council must consider, as part of a single equality duty:</p> <ul style="list-style-type: none"> removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic; taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it; and encouraging people who share a protected characteristic to participate in public life or in any other activity in which participation is low. <p>As this proposal relates to school-age children it is relevant to the equality duties and the protected characteristic of age. The proposal would have a positive impact on this group, increasing the quality of school learning environment and ensuring that schools are a safe place to learn</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>

Screening questions	Response	Evidence			
<p>Community cohesion Could the decision impact negatively on relationships between different groups, communities of interest or neighbourhoods within the town?*</p>	<table border="1"> <tr> <td data-bbox="658 228 734 403" style="background-color: #90EE90; text-align: center;">☒</td> <td data-bbox="734 228 810 403" style="background-color: #FFD700; text-align: center;">☐</td> <td data-bbox="810 228 904 403" style="background-color: #FFD700; text-align: center;">☐</td> </tr> </table>	☒	☐	☐	<p>No negative impact is anticipated. The proposal would impact positively on community cohesion, increasing the availability of school places in the town and removing the need for pupils to have to travel to other schools outside the town, or be without a school place.</p> <p>Evidence used to inform this assessment includes analysis of projected demand and the local provision of places, alongside feedback from schools and parents in Middlesbrough.</p>
☒	☐	☐			

Assessment completed by:	Gary Maddison	Head of Service:	Trevor Dunn
Date:	22 February 2024	Date:	22 February 2024
