

Cabinet Supplementary Information



Date: Thursday, 25 February 2021

Time: 4.00 pm

Venue: Virtual Meeting - Zoom Committee Meeting
with Public Access via YouTube

8. Carbon Reduction Projects

Equality Impact Assessment/Eco Checklist

(Pages 2 - 6)

**10. Reorganisation of Church of England Primary School Provision
in Bristol City Centre**

Equality Impact Assessment

(Pages 7 - 11)

11. Proposal to close St Pius X Primary School

Equality Impact Assessment

(Pages 12 - 16)

Issued by: Corrina Haskins, Democratic Services
City Hall, Bristol, BS1 9NE

E-mail: democratic.services@bristol.gov.uk

Date: Wednesday, 24 February 2021



Eco Impact Checklist

Title of report: Carbon Reduction Projects				
Report author: Steve Ransom				
Anticipated date of key decision 25th Feb 2021				
Summary of proposals: To apply for and spend grant monies to be used for carbon reduction measures in Public Sector buildings, and to introduce new energy procurement processes to secure local zero carbon energy supplies.				
Will the proposal impact on...	Yes/ No	+ive or -ive	If Yes...	
			Briefly describe impact	Briefly describe Mitigation measures
Emission of Climate Changing Gases?	Yes	+ve	Overall reduction on carbon emissions from Public Sector buildings in Bristol. Reduction in carbon emissions from electricity supplies, including reduced transmission losses as a result of localising generation.	n/a
		-ve	Although there will be embodied emissions in equipment and emissions associated with installation, the in-use carbon reduction will reduce emissions overall.	
Bristol's resilience to the effects of climate change?	Yes	+ve	Procuring locally generated electricity has the potential to improve Bristol's energy security and resilience to climate change.	
Consumption of non-renewable resources?	Yes	+ve	Reduction in fossil fuel usage in Public Sector buildings and in electricity generation.	n/a
Production, recycling or disposal of waste	No			
The appearance of the city?	Yes	-ve or +ve	There may be concerns over the	New generation (solar farms, wind turbines, etc)

			visual impact of the development of new renewable energy generation that some of the measures are designed to encourage. Some people like the appearance of wind turbines or solar panels.	will be subject to planning review, which should address any concerns in this area.
Pollution to land, water, or air?	Yes	+ve	Reducing fossil fuel use will reduce associated pollution.	
Wildlife and habitats?	Yes	-ve or +ve	There may be concerns over any potential wildlife impact from the development of new renewable energy generation that some of the measures are designed to encourage. Renewable energy also has the potential to enhance habitats.	Planning reviews for individual new renewable generation systems should include an assessment of any potential impact on wildlife.

Consulted with:

Summary of impacts and Mitigation - to go into the main Cabinet/ Council Report

The significant impacts of this proposal are to reduce the level of carbon emissions both within the City and as a result of electricity generation to supply the City.

The proposals include the following measures to mitigate the impacts: New renewable generation proposals triggered by this proposal will be subject to planning review to ensure that that any potential negative impacts are addressed.

The net effects of the proposals will be beneficial in reducing carbon emissions and in progressing the Climate Emergency Action Plan.

Checklist completed by:

Name:	David Gray
Dept.:	Energy Service
Extension:	07584 771121
Date:	22/01/2021

Verified by
Environmental Performance Team

Giles Liddell, Project Manager -
Environmental

Bristol City Council Equality Impact Relevance Check



This tool will identify the equalities relevance of a proposal, and establish whether a full Equality Impact Assessment will be required. Please read the guidance prior to completing this relevance check.

What is the proposal?	
Name of proposal	Carbon Reduction Projects
Please outline the proposal.	Bidding for grant monies to support decarbonisation measures in Public Sector buildings, and to set up new arrangements to decarbonise Council energy supplies,
What savings will this proposal achieve?	Primary benefit is a reduction in energy-related carbon emissions. Some cost savings would also be realised from reduced energy usage.
Name of Lead Officer	Steve Ransom

Could your proposal impact citizens with protected characteristics? (This includes service users and the wider community)
Please outline where there may be significant opportunities or positive impacts, and for whom.
No significant opportunities/positive impacts anticipated for specific groups, but there could be some benefits from a successful application for a Green Homes Grant that may benefit members of protected groups, amongst others. There is a wider benefit to the whole community in progressing the Climate Emergency response.
Please outline where there may be significant negative impacts, and for whom.
No significant negative impacts anticipated.

Could your proposal impact staff with protected characteristics? (i.e. reduction in posts, changes to working hours or locations, changes in pay)
Please outline where there may be significant opportunities or positive impacts, and for whom.
No specific opportunities/positive impacts anticipated for staff.
Please outline where there may be negative impacts, and for whom.
No specific negative impacts anticipated for staff.

Is a full Equality Impact Assessment required?
Does the proposal have the potential to impact on people with protected characteristics in the following ways: <ul style="list-style-type: none"> • access to or participation in a service, • levels of representation in our workforce, or • reducing quality of life (i.e. health, education, standard of living) ?

<p>Please indicate yes or no. If the answer is yes then a full impact assessment must be carried out. If the answer is no, please provide a justification.</p>	<p>No. This is a broad measure with wider community benefits, but is not targeted at specific protected groups nor anticipated to adversely impact them.</p>
<p>Service Director sign-off and date:</p>  <p>26.01.21 pp. Peter Anderson, on behalf of Patsy Mellor</p>	<p>Equalities Officer sign-off and date: <i>Reviewed by Equality and Inclusion Team</i> 26/1/2021</p>

Bristol City Council Equality Impact Assessment Form

(Please refer to the Equality Impact Assessment guidance when completing this form)



Name of proposal	Reorganisation of C of E Primary School Provision in Bristol City Centre
Directorate and Service Area	People, Education & Skills
Name of Lead Officer	Ian Bell

Step 1: What is the proposal?

Please explain your proposal in Plain English, avoiding acronyms and jargon. This section should explain how the proposal will impact service users, staff and/or the wider community.

1.1 What is the proposal?

The proposal is to close both St Michael's on the Mount and St George C of E Primary Schools and open a new school on the site of St Michael's.

Step 2: What information do we have?

Decisions must be evidence-based, and involve people with protected characteristics that could be affected. Please use this section to demonstrate understanding of who could be affected by the proposal.

2.1 What data or evidence is there which tells us who is, or could be affected?

Following a period of rapid growth, the citywide demand for places in the Reception year group peaked in 2016. Current population trends suggest that this will continue (although there is some suggestion of a very short-term rise following the current pandemic). Demand for Reception places citywide is forecast to fall to around 4,800 by 2023/24, compared to the peak of 5,600 in 2016/17.

The numbers on roll at both schools have reduced over recent years and they are currently operating well below their capacities.

Number on Roll (January Census)

Year	St Michael's (210 places)	St George (105 places)
2012	189	91
2013	194	88
2014	201	88
2015	196	83
2016	180	79
2017	165	91
2018	170	68
2019	137	57
2020	107	58

Reflecting their location in the city centre, both schools are ethnically diverse with pupils from a wide range of backgrounds.

St Michael's Primary	
Pupil Ethnicity (excluding Year 6)	
Any Other Asian Background	2
Any Other Black Background	4
Any Other Ethnic Group	7
Any Other Mixed Background	6
Black - Somali	6
Black Caribbean	8
Chinese	2
Indian	4
Other Black African	2
Pakistani	1
White - British	8
White and Black African	7
White and Black Caribbean	5
White Eastern European	1
White Western European	13

St George Primary	
Pupil Ethnicity (excluding Year 6)	
Any Other Asian Background	1
Any Other Black Background	1
Any Other Ethnic Group	5
Any Other Mixed Background	8
Black - Somali	1
Black Caribbean	1
Indian	6
Other Black African	2
Pakistani	2
White - British	11

White and Black Caribbean	2
White Eastern European	2
White Western European	3
2.2 Who is missing? Are there any gaps in the data?	
Until parents make applications it is not known how many or which pupils will attend the new school.	
2.3 How have we involved, or will we involve, communities and groups that could be affected?	
Extensive consultation has taken place with parents and staff. Responses to the consultation are summarised in appendix B.	
If the new school is approved a new governing body will be formed. Membership will be sought from parents and members of the community.	

Step 3: Who might the proposal impact?

Analysis of impacts on people with protected characteristics must be rigorous. Please demonstrate your analysis of any impacts in this section, referring to all of the equalities groups as defined in the Equality Act 2010.

3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?
<p>Young People – The closure of a school can potentially cause anxiety for the children. The new class structure will mean that all the children will with different classmates and for those pupils currently attending the St George site they will need to move to another site and have a potentially slightly longer journey to school.</p> <p>Race – both schools have pupils from a diverse range of ethnicities, reflecting their location in the city centre. The new school should also reflect this diversity.</p> <p>Religion or Belief – Both schools are voluntary controlled Church of England schools. The new school will also be established as a voluntary controlled Church of England school. The Diocese of Bristol have worked with the Local Authority and Governors on these proposals with a view to protecting C of E primary education in the City Centre for the longer term.</p>

Disability – There are no registered disabled pupils at either school. Accessibility is an issue at both sites and is managed by the schools. There are no additional access issues presented by the proposal.

There is no evidence to suggest the proposals will have any adverse impact on those from other protected characteristic groups

3.2 Can these impacts be mitigated or justified? If so, how?

The financial pressures caused by the lack of pupils attending the schools has resulted in these proposals. The proposals seek to provide a more secure future for primary education in this part of the city centre.

The potential anxieties of pupils, parents and staff will be taken into account when the ethos and the structure of the new school are established by the new governing body.

3.3 Does the proposal create any benefits for people with protected characteristics?

The proposal will help to secure the future of Church of England primary education in the city centre for the longer term.

3.4 Can they be maximised? If so, how?

As happens in the existing schools, the new school will work to ensure that diversity is celebrated through the curriculum and activities.

Step 4: So what?

The Equality Impact Assessment must be able to influence the proposal and decision. This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment can be measured going forward.

4.1 How has the equality impact assessment informed or changed the proposal?

The proposals reflect the fairest way to meet the challenges facing the existing schools. Amalgamation is being proposed, rather than the closure of one of the schools.

4.2 What actions have been identified going forward?

The new governing body will develop a range of policies that reflect the diversity of the school population and promote equality and inclusivity.

4.3 How will the impact of your proposal and actions be measured moving forward?

Achievement of pupils will be published in line with current requirements and the school inspected by Ofsted.

Ultimately the impact of the proposals will be measured by the popularity of the new school with parents and whether the intake of the school continues to reflect the diversity of the surrounding area.

Service Director Sign-Off:

A handwritten signature in black ink, appearing to read 'A. J. [unclear]', is written over a horizontal line.

Date: 24 February 2021

Bristol City Council Equality Impact Assessment Form

(Please refer to the Equality Impact Assessment guidance when completing this form)



Name of proposal	Proposal to Close St Pius X Primary School
Directorate and Service Area	People, Education & Skills
Name of Lead Officer	Ian Bell

Step 1: What is the proposal?

Please explain your proposal in Plain English, avoiding acronyms and jargon. This section should explain how the proposal will impact service users, staff and/or the wider community.

1.1 What is the proposal?
The proposal is to close St Pius X Catholic Primary School. Pupils will transfer to alternative schools to continue their education.

Step 2: What information do we have?

Decisions must be evidence-based, and involve people with protected characteristics that could be affected. Please use this section to demonstrate understanding of who could be affected by the proposal.

2.1 What data or evidence is there which tells us who is, or could be affected?										
<p>After a period of rapid growth, the citywide demand for places in the Reception year group peaked in 2016 and has been falling since. The citywide demand for Reception places is forecast to fall from the peak of 5,600 in 2016 to around 4,800 by 2023/24.</p> <p>Even during the growth period St Pius retained a significant proportion of empty places.</p> <table border="1"> <thead> <tr> <th colspan="2">St Pius X (210 places)</th> </tr> <tr> <th>Year</th> <th>January Number on Roll</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>143</td> </tr> <tr> <td>2013</td> <td>159</td> </tr> <tr> <td>2014</td> <td>155</td> </tr> </tbody> </table>	St Pius X (210 places)		Year	January Number on Roll	2012	143	2013	159	2014	155
St Pius X (210 places)										
Year	January Number on Roll									
2012	143									
2013	159									
2014	155									

2015	135
2016	127
2017	121
2018	125
2019	123
2020	106

The pupil ethnicity is less diverse than many other schools, reflecting the population of the area.

Pupil Ethnicity (excluding Year 6)	
Black Caribbean	2
Indian	1
Traveller of Irish Heritage	1
White - British	53
White - Irish	2
White and Black Caribbean	6
White and Pakistani	1
White Eastern European	5
White Western European	3

2.2 Who is missing? Are there any gaps in the data?

Until applications for alternative schools are made the numbers transferring to each school is unknown.

There are places available in the local area and these schools will reflect the diversity of the local area in the same way as St Pius.

2.3 How have we involved, or will we involve, communities and groups that could be affected?

Extensive consultation has taken place with parents and staff. Responses to the consultation are summarised in appendix B.

Displaced pupils will require a place in an alternative school. Parental preference will be sought and will be accommodated where possible. If a place cannot be offered at a preferred school, an alternative place will be offered.

Step 3: Who might the proposal impact?

Analysis of impacts on people with protected characteristics must be rigorous. Please demonstrate your analysis of any impacts in this section, referring to all of the equalities groups as defined in the Equality Act 2010.

3.1 Does the proposal have any potentially adverse impacts on people with protected characteristics?

Young People – The closure of a school can potentially cause anxiety for the children. Depending of the home address a location of the alternative school some pupils will potentially have a slightly longer journey to school. This is still likely to be well within statutory walking distances.

Race – St Pius is less diverse than many other schools in the city. This reflects the community in which the school is situated. The other primary schools in the area, to which it is anticipated the majority of pupils will transfer, also reflect the general population of the areas.

Religion or Belief – St Pius X is a Catholic primary school. Only 15 pupils are registered as Catholic. There are some places available in surrounding Catholic Primary Schools for these pupils if their parents wish them to attend a Catholic school.

Disability – There are no pupils registered as disabled. 1 pupil has an Education and Healthcare Plan (EHCP) and 4 other pupils are being assessed for an EHCP. This process will continue.

There is no evidence to suggest the proposals will have any adverse impact on those from other protected characteristic groups

3.2 Can these impacts be mitigated or justified? If so, how?

St Pius has been judged to provide an 'Inadequate' standard of education over a number of years. The school has failed to find a Multi-Academy Trust and recruitment of staff has been very difficult. Low numbers of pupils has a direct impact on the school's finances, which can affect the ability to deliver a suitable education.

Both the LA and Diocese have supported the school over a number if years but the governors do not feel that the school will be able to offer a suitable education on future.

Surrounding schools offer a similar level of diversity but with larger numbers of pupils their funding is more secure and can be used more effectively to provide a suitable education.

3.3 Does the proposal create any benefits for people with protected characteristics?

Pupils will be accommodated in other local schools with a more secure future and where a suitable standard of education can be offered.

3.4 Can they be maximised? If so, how?

Receiving schools will work with St Pius to ensure as smooth a transition as possible for each pupil, particularly those with additional needs.

Step 4: So what?

The Equality Impact Assessment must be able to influence the proposal and decision. This section asks how your understanding of impacts on people with protected characteristics has influenced your proposal, and how the findings of your Equality Impact Assessment can be measured going forward.

4.1 How has the equality impact assessment informed or changed the proposal?

The assessment has been used to inform the need to ensure as smooth a transition as possible for pupils displaced if the closure is approved.

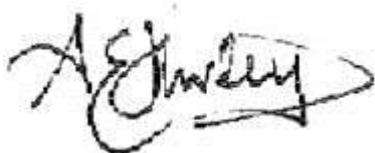
4.2 What actions have been identified going forward?

St Pius will work with schools receiving pupils to ensure individual pupils current attainment and needs are taken into account.

4.3 How will the impact of your proposal and actions be measured moving forward?

The proposals will help to ensure all pupils in the area receive a suitable education and that the future of the school they are attending is more secure.

Service Director Sign-Off:



Date: 24 February 2021

