



Cabinet – Appendices: Stonebridge School expansion

Monday 1 June 2015 at 7.00 pm

Board Room 4 - Brent Civic Centre, Engineers Way,
Wembley HA9 0FJ

Membership:

Lead Member Councillors:

Portfolio

Butt (Chair)
Pavey (Vice-Chair)
Denselow
Hirani
Mashari
McLennan
Moher
Southwood

Leader of the Council
Deputy Leader of the Council
Lead Member for Stronger Communities
Lead Member for Adults, Health and Well-being
Lead Member for Employment and Skills
Lead Member for Regeneration and Housing
Lead Member for Children and Young People
Lead Member for Environment

For further information contact: Anne Reid, Principal Democratic Services Officer
020 8937 1359, anne.reid@brent.gov.uk

For electronic copies of minutes, reports and agendas, and to be alerted when the minutes of this meeting have been published visit:
democracy.brent.gov.uk

The press and public are welcome to attend this meeting

Agenda - Appendices: Stonebridge School expansion

Item	Page
9	Determination of the proposal to permanently expand Stonebridge Primary School 1 - 82

In line with the School Place Planning Strategy approved by Cabinet in October 2014, the proposal to permanently expand Stonebridge Primary School by one form of entry (1FE) has been put forward by the governing body in partnership with Brent Council. This report informs the Cabinet of the outcome of the statutory consultations on the proposals to alter Stonebridge Primary School through permanent expansion from September 2015 and recommends that the statutory proposals to expand the school be approved.

Ward Affected:
Stonebridge

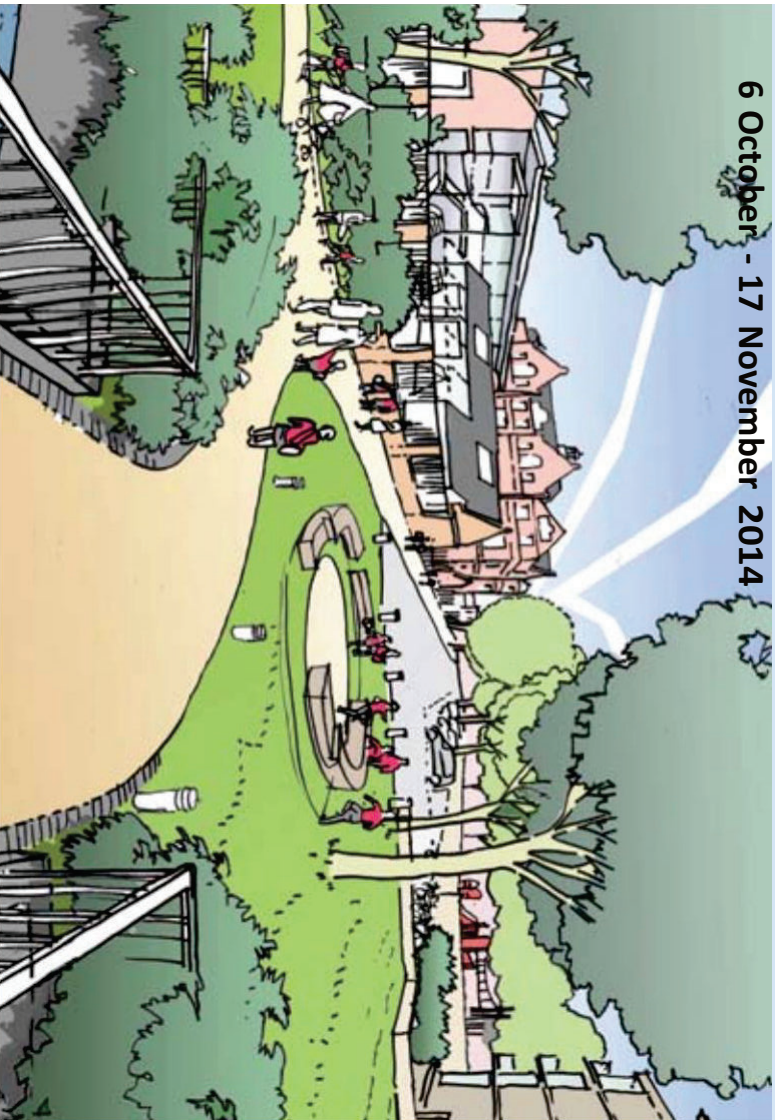
Lead Member: Councillors Moher and McLennan

Contact Officer: Andrew Donald, Gail Tolley,
Strategic Director, Regeneration and Growth,
Strategic Director, Children and Young People
Tel: 020 8937 1049, Tel: 020 8937 6422
andrew.donald@brent.gov.uk,
gail.tolley@brent.gov.uk



Stonebridge Primary School Expansion Proposals

6 October - 17 November 2014



www.brent.gov.uk/stonebridgeconsultation

Overview

Brent Council has worked with Southstudio Architects to draw up proposals for how your area could look in the future. The plans are to improve and enhance the area through expanding Stonebridge Primary School and develop the surrounding land to create new homes, open spaces and a new play space. This document gives you more details about the proposals, the consultation and how you can have your say about these plans. Stonebridge is your community, so it's important you tell us what you think of these ideas.



This is the area proposed for
redevelopment at present

Overview

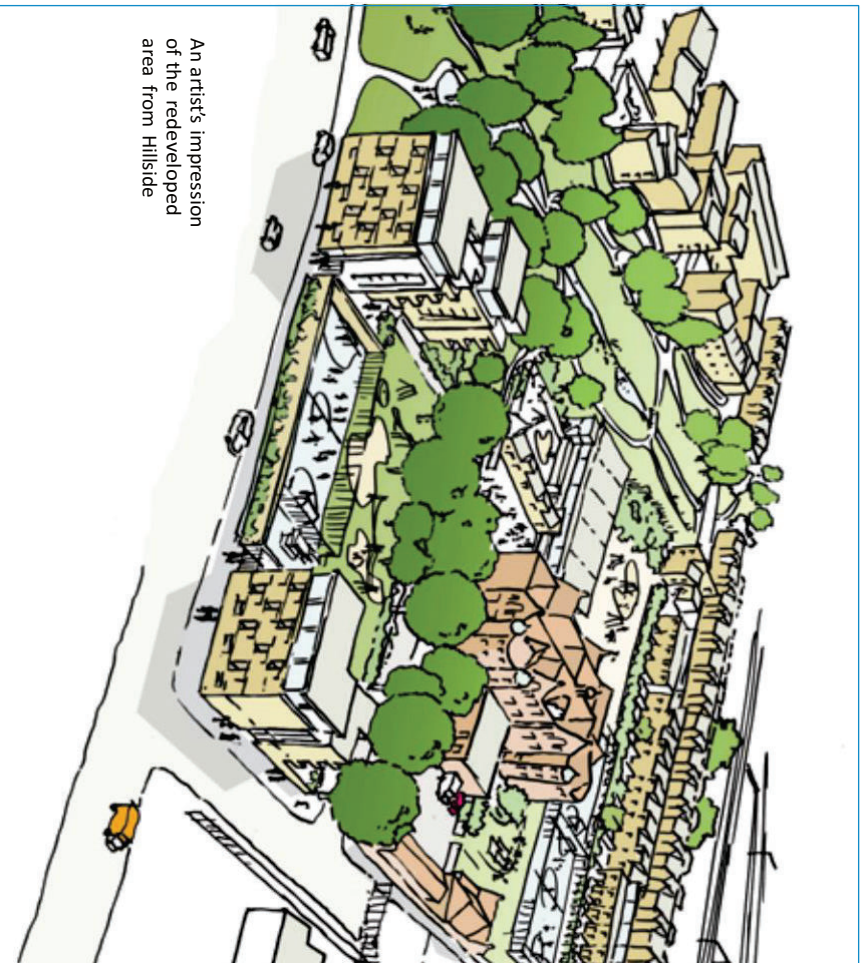
Stonebridge really needs more school places and homes. There is a rising demand for school places in the area and across the borough. Brent Council must by law provide enough places for all the children of school age in the borough. That's why by expanding Stonebridge Primary School, which has a good Ofsted rating, by 210 places it would help to meet this growing demand and benefit your children's education in your area. Stonebridge also needs new homes and the proposals show how new much-needed housing could be provided.

Overview



This is the proposed
redevelopment of the area

These proposals seek to create a more usable open space for the community. Finally, Brent Council recognises the importance of play areas for children, which is why a new children's play space is proposed for children and families in the area.



Stonebridge PrimarySchool expansion

The school has 420 pupils at the main school site and 180 in an annexe building at present. The proposed expansion would close the temporary classrooms in the annexe, which is on Twybridge Way, and create 210 extra school places on the main school site. It would mean that Stonebridge Primary School would have 630 places in total.

Welsh School

The proposal is that the Welsh School would no longer be on the Stonebridge school site. The site would return for the use of the primary school as part of the expansion.

Stonebridge Adventure Playground

As part of the proposals, a new children's play space is proposed where the current open space is situated. The existing Stonebridge Adventure Playground would close so the land could be used for the primary school expansion and a new open space.

Open space

The plan is to move the open space which faces Hillside to a more usable new open space which would incorporate the canal and run alongside the open space beside Johnson Road. This would provide for an improved area of open space.

Housing

Housing is proposed on the existing open space facing Hillside, along Milton Avenue and on the site currently being used at present as the Stonebridge Primary School annexe. In total, around 140 homes could be built across these sites as part of the plans.

Brent Council will look at mixed-tenure housing use for the sites, including the option of residential social housing. The council will also consider other non-housing uses, such as adult education, for these areas.



Have your say

We would like to hear your views on the proposal to expand the school and redevelop the surrounding lands. The consultation runs from 6 October to 17 November. We will be holding consultation events where you can find out more information, talk to the project team at Brent Council who have developed the plans, and share your views

Consultation Events

Brent Connects Harlesden

21 October 7pm

Bridge Park Community Leisure Centre, Brentfield, Harrow Road NW10 0RG.

The consultation will be on the agenda at Brent Connects Harlesden.

29 October 9.30-11.30am

5 November 5.30-7.30pm

Main Hall, The Hub, 6 Hillside, Stonebridge, NW10 8BN.

12 November 5.00-7.00pm

Stonebridge Primary School, Shakespeare Avenue, Stonebridge, NW10 8NG

If you can't attend these consultation events you can also go online to give your views. Visit www.brent.gov.uk/stonebridgeconsultation and follow the link to the consultation portal where you can fill out your comments about the proposals. If you don't have a computer please use this form to give your views on the plans.



Stonebridge Primary School Expansion Proposals

Please tell us what you like about the proposals and why?

Please tell us what you would like changed and why?

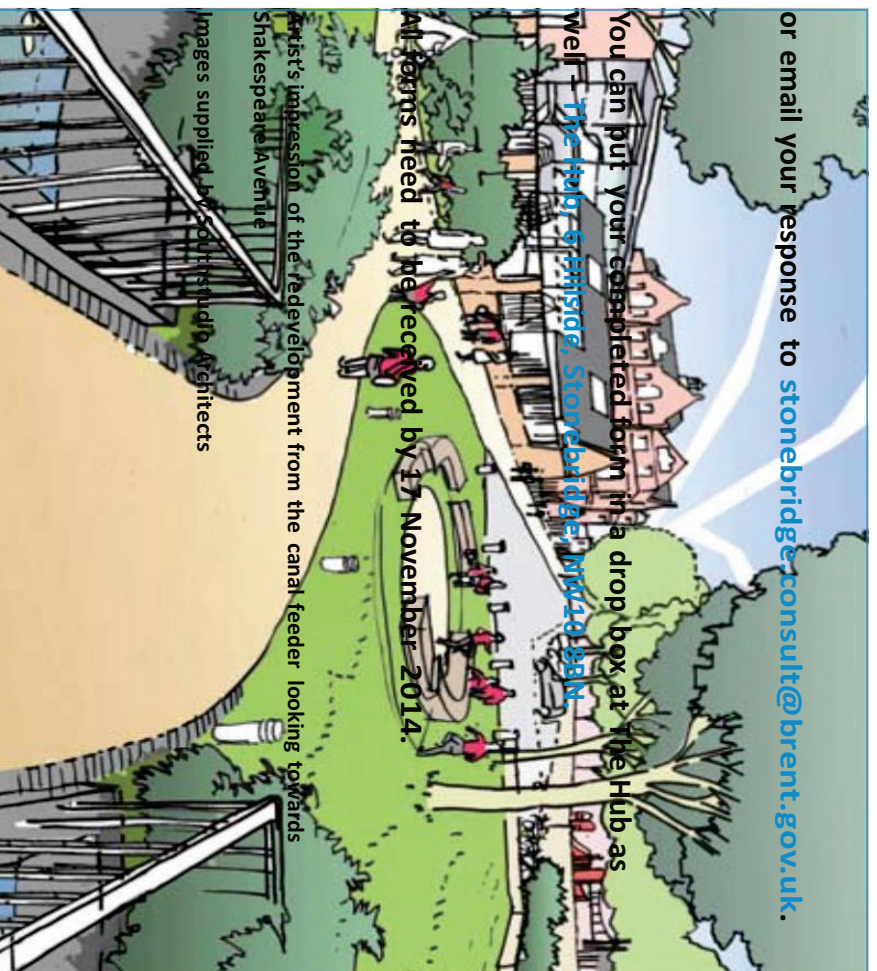
Thank you for taking the time to complete this form.

Please post your completed forms to:

Stonebridge Consultation, Consultation Team

Brent Council, Brent Civic Centre

Engineers Way, Wembley HA9 0FJ



about you and your household

Please provide the information below which will help us to understand any differences in opinion between different groups of people. Your responses will be treated anonymously and in complete confidence and we will not link your responses to your individual details.

Brent Council will soon be providing more news and information by email and text message. If you would like to receive our e-newsletter in the future, please add your email address or mobile number here.

About You

1 address

As part of the consultation process it will be very important to ensure we are able to identify responses from the local community.

2 age range

- 0 - 15

☐
- 16 - 24

☐
- 25 - 34

☐
- 35 - 44

☐
- 45 - 54

☐
- 55 - 64

☐
- 65+

☐
- Prefer not to say

☐

3 are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?

- Yes ☐
- No ☐
- Prefer not to say ☐

4 Please indicate your sex

- Male ☐
- Female ☐
- Prefer not to say ☐

5 is your gender identity the same as the gender you were assigned at birth?

- Yes ☐
- No ☐
- Prefer not to say ☐

6 Please state your ethnicity:

- Asian

☐
- Black

☐
- Mixed

☐
- White

☐
- Other

☐
- Prefer not to say

☐

Please specify the detail of your ethnicity

7 what is your sexual orientation?

- Bisexual (an attraction to both men and women)

☐

☐
- Gay man

☐
- Gay woman / lesbian

☐
- Heterosexual/Straight

☐
- Prefer not to say

☐
- Other (please specify)

8 what is your religion / belief?

- Buddhist

☐
- Christian

☐
- Hindu

☐
- Jewish

☐
- Muslim

☐
- Sikh

☐
- No religious belief

☐
- Prefer not to say

☐
- Other Religion (please specify)

About your household

To help the council understand a bit more about your household and their interest in this consultation, please could you let us know the following:

- What are the ages of the other members of your household?
- do any members of your household have a health problem or disability which limits their day to day activities and which has lasted or is expected to last at least 12 months?
- What is the ethnicity of the other members of your household, if it differs from yours?

Stonebridge Consultation Events

5 consultation events were held:

Date	Venue	
14/10/2014 3.30-5.30pm	Stonebridge Primary School	Drop in consultation event for parents, teachers and pupils
21/10/2104 7pm	Bridge Park	Brent Connects – Presentation and Question and Answer Session
29/10/2014 9.30-11.30 am	The Hub, Hillside	Drop in consultation event
05/11/2014 5.30 – 7.30 pm	The Hub, Hillside	Drop in consultation event
12/11/2014 5.00 – 7.00 pm	Stonebridge Primary School	Drop in consultation event

Consultation Event Discussions

At each consultation event conversations with attending residents were noted, this provided us with the opportunity to understand in further detail the key opinions that were heard through the written responses.

Adventure Playground

Strong support for Stonebridge Adventure Playground was evident by the majority of representatives, who described the facility not just as a building and outdoor play space that offers 'services' for children and young people, but as a community asset in its broadest sense, it is of social value not only for its place in people's family history and experience but because it represents what it means to live in a community where people grow up together and know each other and support each other through change imposed by others.

The specific positive aspects of Stonebridge Adventure Playground as felt by the residents was that it offers a supervised play space, it is at no cost to the end user, the indoor space, the variety of play offered here and the location.

It was expressed that Stonebridge needs the Adventure Playground as it's a place for local people to meet in an area of poor social cohesion. It also is thought to have a positive effect on some young people in the area and is a preventative measure to crime in an area that has problems with gangs.

Other community facilities do not feel as accessible by the local community and the staff that run SAP have built trusting relationships with the residents.

Open Space – current

The broad comments about the current open space were that it is not used. There were some views explaining that they'd like it to be used more and improvements around bins and lighting were suggested to address this.

Open Space – proposed

Most of the representatives agreed that the proposed open space was much better and would be good for local children and would like to see this used by the school. There were some concerns about the loss of trees and the safety of the canal and some further comments about the ongoing maintenance of this area.

School Expansion

There were some positive comments on the school expansion and a general understanding of the need for school places, and the benefit of having the school on one site specifically for parents with children at both locations. Some quite detailed improvements were suggested around school access focussing on entrance routes and parking and the need for improvements to the existing building.

There were also residents less keen on the expansion of the school that would be happier for the school to stay on 2 sites and for '30 additional places it was not a big enough benefit. Some residents were also concerned that the places would be filled by children from outside of Stonebridge.

Some general concerns about the school were also heard, residents didn't think it was a popular school and a lack of community engagement was voiced.

Housing

Although some representatives of the local community questioned the need for housing and objected to the proposals, some conversations were constructive and there were some suggestions to develop the proposals. They were less keen on high rise dense housing and would like to see houses for local families, not flats and not privately owned. There was a suggestion to provide shops or commercial units on the ground floor and requests to ensure parking is provided within housing plans.

Welsh School

Few residents asked about the Welsh school, those that did wanted to know what was happening to it.

Other/General Points

Generally the new play space by a main road was disliked, it was also explained that this would be underused primarily due to; street drinkers, gangs and intimidation.

There was a strong aversion to the idea of unsupervised play but there were suggestions about having it overlooked by housing which might resolve this and provide something which is semi supervised.

There were several comments about the lack of facilities in Stonebridge (no library, no café) and specifically the need for a secondary school.

¹ Assuming the temporary places at the annex are permanent there is only a net increase of 30 places.

There was some objection to the consultation process both in terms of the locations and the days or the events, and also in respect of the amount of information provided.

Appendix 4

Copy of A4 Document submitted 17 times (*this has been typed for clarity*)

RESPONSE TO The Stonebridge Primary School proposals consultation by London Borough of Brent

This is a citizen's reply to the consultation of 6 October to 17 November 2014

Homes

Homes are needed but new homes must accommodate older homes and the needs of a financially poor area. Stonebridge's community is already housed. The local authority's rehousing policy is unlikely to assist those who are overcrowded and needing one extra room. However, perhaps you could advise us who will be housed in these new Properties? It seems highly unlikely from your proposals that rehousing will be for those already in Stonebridge that desperately need the help.

Proposed housing at the annex site seems reasonable (rigid conditions being met), but not for the site both sides of the intended park (at the main of Harrow road/Hillside). These houses will obscure the wonderful view of the wonderful sight of a Listed Building, the Stonebridge School. Also, the small grass area these properties are proposed on is just about sufficient to keep as it is (cleaned up with some benches and bins). New housing, school expansion and play areas, accounting for the following points (1-21 below), should clearly outlined at the outset and for this consultation to work properly more answers are required to the questions and queries raised about the proposals.

With consultation everything should be stated. Even on-line there are no links to anything else). No lead officer name and no contact telephone number or section. There are no statistics, no scoping documents, no impact assessment, no health and safety risk assessment, and no report from parent governors or children's school council. What do the people in local industry say? What about the trade unions? Medical practitioners? TFL? Those people who live bordering Stonebridge? We would like to hear their views at an early stage of the consultations and then parents could make even more informed choices.

Like with any new housing development, but which seems to have been somewhat ignored there needs to be

- 1) **Rubbish**: sufficient areas for storage of waste bins and recycling and enforcement of dumping rubbish including generally bin bags and fly tipping.
- 2) **Storage of rubbish**: stored at height and away from foxes.
- 3) **Environmental impact re rubbish**: rubbish/recycling should not be left to pollute the roadside or air. Foul smells and spillages should be taken care of quickly. And residents should be informed not to put left over or stale foods out onto the roadside or pavements (as is common place in Stonebridge).

- 4) **Location of bins:** residential or business garbage bins and recycling should not have a permanent home on the roadside/pavements or walkways of our boroughs.
- 5) **Lighting:** there should be adequate street lighting and means for emergency lighting if normal lamp-posts lights go out. Lighting should be permanent throughout the evenings and nights when the construction workers go home and in any case at all times where we live.
- 6) **Rents:** must be more than consideration for there to be social housing rents should be achievable for payment by workers who do not rely on social benefits but maintain their way through working jobs that pay low income e.g. (or less than basic living wage). Rent per week including service charge should not be more than £130 per week for a two bedroom property. There must be a reliance away from housing benefit and council tax support unless for those who are destitute and in desperate need. For those who are reliant on housing benefit or financial support assistance should be offered now e.g. workshops and financial planning, how to maximise income and help those who are losing jobs due to budget cuts caused by council officials and employees overspending (and spending badly).
- 7) **Footpaths:** there must be sufficient walkways, wide enough to let two pushchairs pass side by side. It is not sensible to have average but narrow walkways - those types of walkways cause obstructions. Times have changed we need space (see petition, also signed by some Stonebridge School parents - take a look at "The Avenue" Stonebridge. It is cluttered. We need sufficient space. The petition with Brent Council is ongoing and due to go to Committee January 2015. We ask you to pay particular attention to the needs of the children and wheelchair users.
- 8) **Dog mess:** what do you propose to do about dog fouling during building and after?
- 9) **Employees:** the workers, on construction sites, should have sufficient welfare resources and somewhere to sit off the work site. Temporary canteen portakabin at ground level away from the worksite. There should be a parent liaison officer from the Stonebridge community who is permanently employed to engage residents' views and understand the important nature of health and safety and our needs. Work should be given to locals - all arguments against this should be scrutinised by our elected officials.
- 10) **Parking and roads:** There should be sufficient parking and a mix of residential permit zones and free parking and adequate enforcing of this. There should be free to park visitors' bays and clear signage which can be seen before turning into roads. New roads should have some one-way systems that are enforced (unlike Farn Road and Marshall Street in Stonebridge). Parking in public funded schools, unless for short term visitors should be paid for by the staff at the school. It is also about time there is sufficient disabled bays in and around the Stonebridge area and certainly one at each Brent school location. Council employees like residents should pay for parking at their place of work car parks. If not parking should be free parking for all in Stonebridge. What is the council's policy on giving employees free parking, tax-free perks at the public expense?
- 11) **CCTV:** this should be working and operating in parks, street corners and road-side. Adequate monitors should be put in place. How does the expansion project propose to manage this?
- 12) **Traffic:** there will be increasing numbers of residents and visitors in/to the area. What will the authority do about traffic flow and the zebra crossing and other pedestrian crossings? Will they be relocated, changed or are there any other proposals? What, if any, will there be in terms of increased signage located in the area at the annexe and school?

- 13) **Trees:** does the Authority, school, planners, designers etc agree to conservation and replanting the trees? What will you do to relocate the trees? In any case we do not agree to the proposals to build homes that close to the schools (including Our Lady of Lourdes) and the trees should remain except the very large one by the entrance gate at the Stonebridge School.
- 14) **Cycle and transport network:** how does the expansion take into account any need for cyclists? How could a route be linked to accommodate the current cycle network and borough's Long Term Transport Strategy? Will a new (or returning bus route) come into place to accommodate the extra services required by new residents, the extra 30 pupil places and more visitors to the area? Where are the results of your consultations with TFL.
- 15) **Impact assessment:** Please publish your results along with your public sector duties in respect of equalities and how your proposals accommodate those groups of people. We do not believe it is enough for the authority to keep asking about our race, age, sexual orientation etc. if you do not publish the results where we in Stonebridge can easily access them and like them to consultations/surveys like this one. Results should not be tied up in hard to access documents containing pages of irrelevant information. In your consultation document you make no mention as to how you are willing to accommodate those of us with difficulties. Sure this information is already available. Also you have not devised a proposal in a form to solicit the views of the children of the area and what they think about the removal of the playground and how they feel they would cope with the changes to their school and places they love to go.

Summary

New housing (bricks and water) should not be seen as the total answer to the problems in Stonebridge). People do not need to be confined to living on top of each other, meaning, the population numbers and buildings is making an already dense Stonebridge even more overcrowded.

Proposal for school site

- 16) What will happen to the Welsh School? Is it true you have already given the school/occupiers notice to move on? How will their relocation be funded? Has a compensation package been provided to the school and if so, what does it involve and how much money is included? Will the children (and/or staff) of the Welsh School be assimilated into the Stonebridge School and are their numbers included in the figures of pupil numbers already at the Stonebridge School main site?

Does it require a mathematician to work out the following...

- 17) **How many new places?** According to your proposals you state the Stonebridge Primary School "...has 420 pupils at the main school site and 180 in an annexe building at present..." You would close the temporary school places in the annexe and create extra school places on the main school site making a total of 630 places at Stonebridge Primary School. However the 'Stonebridge School' already has 600 pupil places according to your own figures. That would mean the expansion project would be spending several million pounds and several years to create just a measly 30 NEW pupil places. If this is about actual school places then your maths appear misleading as the proposal only identify 30 NEW pupil places. Your hard copy 'Stonebridge Primary School Expansion Proposals' does very little (30 places). Perhaps that carries one extra qualified

teacher and more unqualified personnel. This is hardly meeting the 'rising demands' for primary school places. 30 NEW places is merely a drop in the ocean.

- 18) **Reality:** The current Stonebridge community including parents and pupils are entitled to accurate information, realistic aims and benefit in real terms from the proposals currently being consulted on.

- 19) **Parking:** There should be no segregated parking at all, for employees, by the school. Access to road areas should be restricted to deliveries and vehicles transporting the children.

- 20) **Vendors:** There should be no unlicensed vendors/sellers in or outside the school. This includes the ice-cream van. Those that are permitted to sell should be licensed and registered and referenced to HMRC. There are too many arguments in the area over the sale of goods and exchange of monies. Keep it away from our children.

- 21) **Parks and open space:** please refer to the previous plans and the cost involved clean up the canal bank site. Money was spent and the open space is secluded and not helpful there. The existing Stonebridge Adventure Playground should not close. It is vital that our children have somewhere to go. The workers at the playground also work at the Stonebridge Adventure Playground will they be assimilated in to permanent roles at the school? The Playground serves as a gap between school home time and actual at home time. Rightly or wrongly this is what is demanded by the children and parents and is served according to requirements. It is free of charge to use and keeps children off the street in a protected compound. A park or play space is not protected - the drawings do not even show a shelter and in Stonebridge no park or play space in the open is free from the pollutant tobacco smoke, alcohol drinkers, drug sellers and users, from dogs and fouling, from unclear broken glass that stays in place for days or weeks. The Playground at least has a good reputation, we are sure the designers and planners etc. mean well but they do their work based on what is given to them by the local authority and not what we the public require. However, we require the Stonebridge Adventure Playground to stay. And stay it must. It is part indoor/outdoor smoke free environment where the children do not need to leave to get refreshments or drinking water. Perhaps your open space can go inside the school grounds.

- 22) **Walkways:** With any play area there should be proper walkways/paths to walk onto or through the area. It is short-sighted to have designs showing green grass around the seating when effectively that grass will not be maintained during wet times and will be full of mud. No-one likes to clean mud and muck off children's footwear.

- 23) **Adult Education:** The Stonebridge area does not need another adult education centre. BACES can be used. The Hub has excellent capacity and Harlesden Library is a sensible location and the very expensive Civic Centre could be used. It's a public building and all the community should be encouraged to use it. There is certainly no need to build a new centre. Why is a new building required? If an adult education is required why not use part of the very large Gwyneth Ricketts building - some parts remain under occupied/unused. The Leopold School can be easily secured and separate entrances would not cost anything to create. Why not work in partnership with North West London College?

In summary, the proposals are not welcome.

Not enough school places are being created, the over populating of Stonebridge is a real concern and the benefit to the local community (and individual households), in respect of real terms affordability where housing is concerned, is highly doubtful.

We, my household, DO NOT support these proposals.

Stonebridge Primary School- Informal consultation analysis**Total Responses = 38**

The responses were categorised and analysed in themes. This gave us a greater understanding over which aspects of the proposed expansion were particularly important to respondents.

Popularity of Each Theme

Theme Number	Frequency of themes	Percentage	Rank
1	2	0.8%	
2	3	1.2%	
3	20	7.9%	
4	1	0.4%	
5	12	4.8%	
6	21	8.3%	
7	7	2.8%	
8	1	0.4%	
9	20	7.9%	
10	23	9.1%	
11	20	7.9%	
12	12	4.8%	
13	35	13.9%	1st
14	1	0.4%	18th
15	29	11.5%	2nd
16	23	9.1%	
17	19	7.5%	
18	3	1.2%	
TOTAL:	252	100%	

It is important to bear in mind the group letter against the expansion accounts for 36% of all responses. Therefore any topic which was listed on this letter has a very large number of responses compared with topics that are not listed on the petition. For example theme 13 has the highest number of responses (35) whereas theme 2, the unification of the schools, has only 3 responses. Whilst each individual letter is highly important to this data analysis, naturally the repetition of certain topics on the petition leads to their high level of representation throughout the responses.

Overall Tone of the Responses to Each Theme

After assessing the popularity of each theme it was necessary to unpack the tone of the responses. A good example of a positive response would be *"I am very happy that you are expanding the school building to get more classes"* (Reference A1). A concerned response was typically *"we are concerned about the reduction in playing space and feel it would have a detrimental effect on children in an area where play space is limited. We are concerned that young people might turn to other less productive pursuits"* (Reference A4). Whereas negative response registered strong opposition for example *"don't you think this area has had enough housing go build somewhere else and to provide an extra 30 places in Stonebridge school! What good is that you need to provide more schools not just an extra 30 places"* (Reference D10).

These grades enable a greater investigation into which areas were particularly troubling for respondents. With regards to negative responses there appears to be a positive correlation between the frequency of themes and the frequency of negative comments about that theme; the more frequent a theme is the more negative comments there are about that theme. As mentioned above the most frequently mentioned theme is theme 13- the impact on the Adventure Playground, this theme was also the theme with the greatest number of negative responses. 18 per cent of all negative responses were gleaned from theme 13. However this trend is not followed when assessing the positive responses. The least popular themes were themes 4, 8 and 14, yet 0 per cent of comments on this area were positive. Therefore to explore the nature of responses further *theme groups* were graded in terms of the number of positive, concerned and negative responses.

Theme Number	Positive responses to expansion	Concerns about expansion	Negative responses to expansion	Total
1	2	0	0	2
2	3	0	0	3
3	0	3	17	20
4	0	0	1	1
5	8	1	3	12
6	0	0	21	21
7	0	0	7	7
8	0	0	1	1
9	0	17	3	20
10	2	0	21	23
11	0	0	20	20
12	0	1	11	12
13	1	1	33	35
14	0	0	1	1
15	5	17	7	29
16	0	4	19	23
17	0	0	19	19
18	0	0	3	3
Total	21	44	187	252

Necessity generated the greatest percentage of positive responses, with 20 per cent of all comments on the need for school places being positive. This was followed by educational concerns; 43 per cent of all comments on themes 1 - 4 were positive. The rationale behind expanding Stonebridge Primary School is to reduce the demand for school places, whilst developing the school to ensure it can be integrated into the modernised Stonebridge Park area. Therefore respondents' positive comments on necessity and education imply they understand and share this rationale, 8.3 per cent even argued the expansion did not create enough school places (theme 6).

Transparency and health and safety had the greatest percentages of negative comments, with 100 per cent of all comments on these areas being negative. The high levels of negative comments on transparency are typical throughout the consultation process as many individuals believe a decision has been made without their consultation. It is important that Brent continue to inform all stakeholders of the process to minimise these misconceptions. Similarly the risk of car accidents needs to and can be addressed during the planning

application. Additionally these two groups generated a total of 4 responses combined therefore the intensity of negative comments is drawn from a very small pool of responses. What's more disconcerting is that 79 per cent of comments on the impact on the community were negative. Many respondents were unable to separate the other aspects of regeneration such as housing developments and the adventure playground from the expansion of Stonebridge Primary School. Consequently many argued the community would be negatively impacted by the expansion. To remedy this in depth meetings and discussions with the community must be held to help them differentiate the school expansion from wider development.

AGREE THAT SCHOOL SHOULD BE EXPANDED		
	1a - Please tell us what you like about the proposals and why?	1b - Please tell us what you would like changed and why?
A1	I am very happy that you are expanding the school building to get more classes	

A2		<p>I recognise the need for additional school places to be created, particularly when the government has stopped local councils building new schools where they are required. I also support the building of new housing but think this should be council housing rather than unaffordable private housing. On this particular site, because of the needs of a disadvantaged population and the unique nature of Stonebridge Adventure Playground as an asset of community value not only as a building and playground but in terms of its staff, I think the planners should go back to the drawing board. The plans should retain the Adventure Playground as it is, or improved, and not incorporate it into the school or remove its staffing. Stonebridge and Harlesden children need a playground in a high density area to provide space to play, experience challenge and develop physical and teamwork skills They need a staffed playground so they and their parents know they are safe The playground is a place where parents and carers mix and get to know each other Children from many different primary and secondary schools mix happily at the Centre The staff are known and trusted by the community and have their respect In turn the staff know several generations of local people and have seen them grow from children into youth and adulthood This makes a unique contribution to the stability of the area The Council is in danger of concentrating on the 'accountancy' in housing and school place provision and missing the social value of what Stonebridge Adventure Playground provides Increased density of housing with no 'safety valve' such as the Playground provides will build up potential trouble for the future (more flats are to be built on the site of Bridge Park and Wembley Point across the North Circular Road may be turned into flats) The kickabout area is next to the main road posing a danger both from traffic accidents and traffic pollution The Playground's holiday and weekend provision for children with special needs and disabilities is unique and its record of integration very positive The Playground also contributes to the mental health and well-being of children and young people through the care and support it offers Any Equalities Impact Assessment would have to recognise that in closing the Adventure Playground the Council would be depriving an already disadvantaged community further as well as removing support from children with special needs, disabilities and mental health problems I am a Trustee of the Brent Play Association and know at first hand the dedication of its playworkers at Stonebridge. I am also a former Deputy headteacher at nearby Brentfield Primary school and know of the benefit children received from the playground. NOTE I was extremely concerned to find that Forward plans for the December Cabinet included a proposal to terminate the funding of Stonebridge Adventure Playground. This pre-empt the outcome of the current consultation before it closes.</p>
A3	<p>I like the proposal to improve the open space alongside the canal feeder and to improve the school which looks very run down from the exterior although I do not really understand the improvements proposed.</p>	<p>To me the proposal looks like an excuse to sell off more land for homes to gain profit while being disguised as being an expansion to the school. The reality seems to be that the school is being made smaller with the loss of the fairly recently developed annex. The whole area facing onto the Hillside is going to become another big concrete jungle as it used to be in the old days of Stonebridge with a noisy unsupervised children's playground right next to the busy and congested main road. There will be a loss of many mature trees (at least 60) ,as well as open space which will also have an adverse effect on the local wildlife. More high rise residential homes have been proposed which are ugly and leave the residents with no personal open space or gardens. The Welsh school - a unique and special feature is being knocked down, as is the Stonebridge Adventure playground which children from far and wide in the area use and cherish as</p>

A4	The consolidation of Stonebridge School on one site and the additional classes because this will benefit the children and staff and help place children without school places in the south of Brent.	We are concerned about the reduction in playing space and feel it would have a detrimental effect on children in an area where play space is limited. We are concerned that young people might turn to other less productive pursuits.
A5	That Stonebridge is being considered and clearly there is a bag of money available	Under no circumstances should there be free staff parking. Council employees must pay for parking. No parking at all outside the school location as proposed. There have been accidents and near-misses and money spent in the past years to deal with parking, road users and vehicles mounting the curb onto the green. No houses by the school There must be more than 30 new school places You must not remove the Welsh School. Why is no decisions have been made have they been given notice to move on. Under no circumstances should there be a new play area near the main road. The current playground should remain. The petition of over 1000 signatures adds weight to this. The council should reconsider the over building Stonebridge. There are 2 sites currently in progress and yet more houses on top of each other Not proposals are not detailed enough. It gives very little about what the school will achieve for the pupils.
A6	School expansion - more school places - accessibility - improved sports provision - hopefully community can use - housing opportunities - cleaner modern environment	Clean up canal Improve overall look and feel of school Modern & efficient
A7	There a aspects of the expansion that is needed such as more school spaces and the generation of new homes but that is all proposed to the detriment of the Adventure Playground. There is no proposal made for a new adventure playground which is an important site for the well being of the kids from the surrounding communities and the children who attend the nearby schools. My child plays there most days after school as there are different activities that he can partake in, new friends that he can meet. For adults, its a place we can talk while the kids enjoy themselves	
A8	I think it's a great idea to bring both schools together and all the children will be under one roof. One Family. One School.	
A9	Great Idea for expansion of the school as all the pupils from Stonebridge can come together.	
A10	I think the proposals are very good. The school is old and needs redeveloping. More housing is definitely needed in the area. Having visited the adventure playground in the summer with my children I'm sorry to say it was awful, dirty and needs to be relocated somewhere else or closed down. I think that the regeneration of the canal will be a bonus to the look of the area, and it could be a place to have a picnic with our children. Open green space is needed in Harlesden.	
A11	We welcome the creation of additional primary school places that can help to meet the current and future demand being experienced.	
DISAGREE THAT SCHOOL SHOULD BE EXPANDED		

	1a - Please tell us what you like about the proposals and why?	1b - Please tell us what you would like changed and why?
D1	The expansion of the Stonebridge primary school is total unnecessary. Not only that, but the expansion will be build on the only proper play centre which our children have. If the play centre is closed where would our children be playing after school or in the summer for that matter? The children centre is not only where the children play. It is our second home for us as Stonebridge parents where we meet for coffee and catch up. There are friendly staff at the play centre who look after the kids whether we are there or not. In conclusion, we love our play centre and trust the staff there. Therefore me, my family and every parents I know appose this proposal, in any shape or form.	
D2	The only thing I like about the proposals are that there would be more housing but I would hope that this is social housing for local people, but I don't like or support the proposal to close down our play centre which has been running for 42 years. My children don't go there after school as I am at home but there has been a few occasions that I haven't been back in time and I've had to tell them to go there, also I used to attend there when I was a youngster go on trips and have a fun time. I really feel strongly that the Adventure play ground should stay and find another way to expand the school. It's not only children from Stonebridge school that go there its all the children who live in the area and I believe that its a safe and secure place for our children to go after school and during half term holidays the housing situation in the area is ridiculous I have lived in Stonebridge all of my life and I'm in a two bedroom property with three children a boy 11 yrs a girl 8 yrs and another one 4 yrs old we have terrible damp and my 8 yr old and myself both have health issue and I can't be rehoused I don't believe these houses are going to be for us so I'm all for the Adventure Playground to stay and Stonebridge School should stay on two different sites. DON'T CLOSE THE PLAY CENTRE	
D3		Build on the undeveloped and unused land ...create more school places elsewhere in the Borough Stonebridge and Harlesden is already 'over schooled' especially since Leopold moved to Gwenneth Rickus.
D4		The plans should be changed to preserve the Stonebridge Adventure Playground. It is a vital resource for the local area. I taught on the Stonebridge Estate for many years and know how much the playground contributed to the community. Children are only at school for part of the day. The adventure playground offers wonderful play and creative opportunities after school and in the holidays. It's presence has helped reduce crime in the area and has also helped many children progress to useful careers. A small, conventional playground is no substitute. The enlargement if the school should be replanted to leave the .adventure Playground intact so that school and playground can work together in the interests of the children.

D5	I don't like anything about the proposals, yet again Brent council are selling off community assets to mercenary developers, destroying what should be a protected building, a beautiful example of architecture and history in the mistaken name of progress. who is going to benefit from this? The local community who will not be able to afford the new flats or the local children whose education is going to be disrupted while this build takes place?	Leave stonebridge primary school and the other facilities(stonebridge adventure playground) local residents have worked hard to build alone
D5		somewhere safe and fun to play and socialise. Albert Terrace is a dead end road - the name of my road is not even mentioned in the proposal document which just goes to show the lack of knowledge or consideration of the developers, yet it is Albert Terrace that is being most affected by this proposal. There are some 20-30 mature trees which will be lost to new homes being proposed on the opposite side of the road to the existing Victorian terraced properties. This will bring increased traffic and pollution and take away one of the few green areas left in residential NW10. The area is already very over-developed. There are too many cars, pollution and rubbish as people moving in lack personal space. Albert Terrace itself has only recently been re-surfaced, something that was promised long ago when the first wave of redevelopment took place and the roads were ruined by heavy traffic and lorries from the construction workers. All of the local residents had to go through years of noise, disruption, traffic chaos and filthy roads and pavements whilst this took place. We all heaved a huge sigh of relief when this work finally came to an end in our local vicinity and now we are faced with the possibility of this again right on our doorstep. This is a quiet street with a small amount of traffic which is mainly created by access to the sports centre in the recreation ground at the end of the road (this recreation ground was reduced to accommodate further housing development...) I do not want to see more homes on Albert Terrace and I do not want to see the Adventure playground closed. I am sure that the school could be expanded and improved without losing these areas. There is already the area of wasteground which is not utilised and should have been turned into a wildlife park for the local community years ago. The area between the school and Hillside could be developed without the loss of all the trees to include a new playground area for the school so that the existing school playground could be redeveloped to house classrooms for more children. This would improve the open area, provide further capacity for children without taking away trees and open spaces. When I first moved to my house the whole opposite side of Milton Avenue was green space and trees. This has all been lost to development of poor quality residential homes, homes that started to look tatty from the day the developers left. The number of open and safe spaces for children to play has been reduced dramatically. Many local children have told me that they do not use the new unsupervised open spaces such as that adjacent to Lawrence Avenue as they do not feel safe and prefer to use the Adventure Playground. The new homes that have already been constructed are of poor quality, the materials used soon look messy and deteriorate, they seem to be cheaply made and not in keeping with the existing Victorian terraced homes in the area. The last thing this area needs is more high rises - why spend all the time taking down the high rises of the old Stonebridge and then just build new ones. More emphasis should be spent on improving all the communal areas and open spaces that already exist and educating people in caring for their community. Surely providing more homes will only result in the need for more schools so emphasis should be put on improving and expanding the schools and not selling off every last bit of open or green space to developers for poor quality high rise cardboard boxes, how can this kind of development ever be sustainable or improve anyone's lives?
D6	I do not think this centre should be closed down. As it help most kids to stay of the streets. I think the school should relocate some where else.	
D7	I don't like them	Don't extend the stonebridge school don't build on the adventure playcenter no unstaffed areas keep all existing trees the places you build are not affordable for our community no more bild more open space
D8	Nothing	I and many others want you to keep stonebridge adventure playground. It's the only safe, fully supervised area where our children can go and we don't have to worry. It's fun and educational an asset to the community and to Brent you should be making plans to improve it not demolish it. As for extending the school and making more housing the area is

		crowded enough Save stonebridge adventure park for the future of our children
D9	I don't like anything about the proposals	I can't believe that in this day and age, you are taking away a safe, supervised play area which kids love, to substitute it with an unsupervised area near a main road. An area which is totally unsafe. It seems that Brent council does not care about the children in the area. Stonebridge adventure playground is a wonderful and safe place which kids love. Us parents can leave our kids there without a worry. Not only do they provide an outdoor facility for kids play they also have indoor facilities which children are free to use. It's educational too my children love it there if only there were more places like this. Many generations have used this playground and for you to even think about taking it away from our future is disgusting. keep stonebridge adventure playground open. For the good of the children in the area. What will they do without it hang about it groups on the dodgy streets of harlesden. Think long and hard before taking the only safe place kids have to play one of the best adventure playgrounds around! Just so you can provide more housing don't you think the area had enough housing go build somewhere else and to provide an extra 30 places in stonebridge school! What good is that you need to provide more schools not just an extra 30 places.
D10	I am opposed to the proposal of expansion of stonebridge school. My main reason is because you are taking the one asset this community has from our children. A safe, fully supervised place for our children to play and learn out of school hours. It's an asset to the community and has been for many years. To think that you the council are planning on destroying it provide a few extra school places and replace it with an open unsafe unsupervised play area on a very busy road makes me wonder do you actually care about what happens to the kids in our area.	Stop the expansion and keep stonebridge adventure playground open! I have given my reasons above its the only safe supervised play area of its kind not only in the area but I believe in Brent. Our children love it there and children have been for many years
D11	The proposed development plan looks nicely in the picture, but in fact when inhabited by tenants take more space than it looks, appears new problems with garbage collection bigger traffic jam in the morning 8:30 -9: 15 and 3:00 -4: 00, access to two schools which are located in there is difficult to overcome by pedestrians despite open space and how you narrow that I do not know.	My son attend to the Our of lady school the school playground from the street is very of poor condition do not understand why you want to build a playground next to other require repair.
D12	The pictures looked good and excited us ... But... Stonebridge in the "public" eye for better reasons ... But ... More housing ... But... We can have our say ... But ... The proposal is as expected - misleading - Why does Brent Council paint such a poor picture of the reality?	PLEASE CANCEL PLANS. NFA Leave the school at two sites and build on top of the annexe This proposal is really about new housing for new residents. The Stonebridge school has the Annexe as part of it so your proposal is misleading when it says expanding by 210 places. No way should you build more properties in that area of Brent. Take out the overcrowding people are already on top of each other. Who benefits - give we in Stonebridge already the true benefit not your own staff and friends of the Council. WE DO NOT LIKE THE PROPOSALS
D13	I DO NOT AGREE TO BUILD THERE. THE SCHOOL NEEDS MORE PLACES BUT NOT HOUSES. SO BUILD ON TOP OF ANNEX.	
D14		DONT BUILD ON THEADVENTURE PLAYGROUND OR LET THE SCHOOL STEAL IT...KIDS FROM LOTS OF SCHOOLS USE THIS PLACE ...HARLESDEN LADY OF LORDS, CONVENT,COPLAND BRENTFIELD, BRAINCROFT, LEOPOLD , AND MORE.....KEEP IT.. STONE BRIDGE SCHOOL HAS NO RIGHT TO TRY AND TAKE THIS PLACE IT HAS BEEN FOR GENERATIONS OF OUR KIDS ...SUPPORT THE COMMUNITY NOT THE SCHOOL...SUPPORT STONEBRIDGE ADVENTURE
D15	The school expansion at the expense of the Adventure Playground is a backward step. The playground is a crucial facility for the children of the community. As someone who worked at the school when it first opened I have first hand	

	knowledge of it's effectiveness. the fact that it is still thriving after all this time is testament to its value	
D16	(Much Information is Lacking) The Council has a poor record of fourfiting liked buildings, the listed status of the School is not even mentioned. Has the Willesden Local History Society already been consulted? The sites to which the Welsh School might be moved if the proposals are approved should be revealed. It was strange that no representative of the Welsh School attended the first two consultation meetings. The alternative sites need to have the approval of the school and not involve any expenditure by the Schol. Has the Welsh Assembly Government already been consulted? (Two letters on the subject have been ignored. Written when the proposal was first announced) An allegation has been made (not by me) that in comparison with the development of a French School on the site of the abandoned Town Hall that there is an element of racial prejudice on the part of the Council, on which it has been accused on other occasions. French is not an offical language anywhere in the United Kingdom, Welsh is. Other objects to the proposals were made at the first consultation meeting that presumably may result in legal action of some kind. There is no reference to the possible design of housing on the corner of Twybridge Way or indeed anywhere else; That may lack popular appeal. Does the Design Review Panel still exist, and how is it constituted? Any aknowledgement or response to these suggestions would be appreciated. (The council is to be congratulated on the general design of the consultation document)	
D17	Nothing it's takes away our green space unacceptable	I would like to expand existing school site all this money for 30 school spaces the area has two school collecting children is a nightmare why don't we put a free underground parking, parking also has to be provided by law
UNDECIDED ON SCHOOL EXPANSION		
NC1	Personally the expansion programme/proposal is a wonderful idea in high insight but in reality an encroachment upon a Community Playground that has helped to grow secure and safeguard many of the adults you see today. I am wondering why it is necessary to distruct a space that has done much in the way of stabilising a community. With unsupervised spaces I believe that the level of crime if not idol gathering in a borough that actually could do with less off. Alternative Solutions expanding Stonebridge School elsewhere - alternative housing solutions and better	

	marketing of the next consultation SAP stays	
--	----------------------------------------------	--

Statutory Notice

Alteration to Stonebridge Primary School

Notice is given in accordance with section 19(3) and 21(2) of the Education and Inspections Act 2006 (as amended by the Education Act 2011) that the Governing Body of Stonebridge Primary School intends to make a prescribed alteration to Stonebridge Primary School (Community), Shakespeare Avenue, Stonebridge, NW10 8NG (Department for Education number 3042057). The school has a nursery which provides 30 places which will be retained.

Stonebridge Primary School is a community school with a planned admission number of 420 places (2 forms of entry i.e. 2 classes in each year group) for boys and girls between the ages of 4 – 11. In addition the school agreed to take an additional 180 temporary places in an Annex building. In summary there are currently 600 places between both sites. The proposal is to increase the places to 630 on one site.

Brent Council in partnership with the Governing Body of Stonebridge Primary School is consulting with staff, parents and the community on the option to expand the school by one form of entry (1FE) to become a 3 form entry school (3FE). The expansion will provide an additional 30 permanent places (1 class in each year group). The increase of places commenced on a temporary basis at the Stonebridge Primary School Annexe in Autumn 2012. In the event of permanent expansion being approved, these places would become permanent and continue to be available each year within the main school site. If the proposal to expand is approved the temporary places will officially become permanent places until there are three classes in each year group.

The enlarged Stonebridge Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and the school will remain a Community school.

The proposed accommodation for the expansion would be of a permanent high quality construction adjacent to the main school building. It will be designed to optimise educational standards and include leading class facilities that will maximise the learning and teaching environment e.g. greater natural light, optimal room sizes, level access, direct circulation both around the building and linking with the outside space. The main building will remain largely as existing with some internal improvements. The one school site will then accommodate all 630 children. Pupils in the Stonebridge Primary School Annexe will move to the main site in the least disruptive way for them and the school organisation. All 630 places will be permanent places.

The Local Authority has completed a feasibility study which confirms that the provision of one additional forms of entry primary provision is possible within the current school site, subject to planning permission. All applicable statutory requirements to consult in relation to these proposals have been complied with. There will be no change to the existing Special Educational Needs arrangements at the school. There will be no change to the current admission arrangements at the school.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Judith Joseph, School Place Planning Officer, Children and Families, London Borough of Brent, 5th Floor, Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ. Email: judith.joseph@brent.gov.uk

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposal in writing by sending them to Judith Joseph, School Place Planning Officer, Children and Families, London Borough of Brent, 5th Floor, Brent Civic Centre, Engineers Way, Wembley, HA9 0FJ. Email: judith.joseph@brent.gov.uk. The last date for representations is Thursday 2 April 2015

Signed: The Governing Body, Stonebridge Primary School

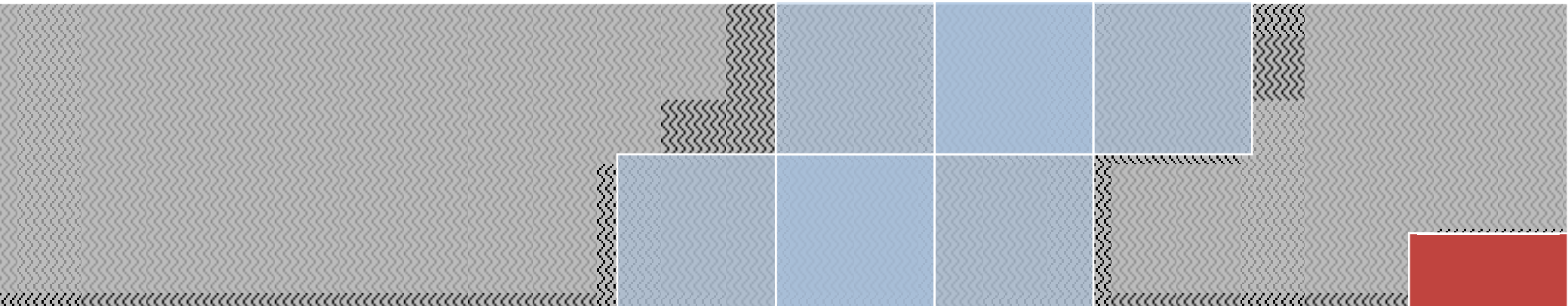
Publication Date: Thursday 5 March 2015

Explanatory Notes

- **All children currently on roll at Stonebridge Primary School and its annexe will remain pupils of Stonebridge Primary School.**
- **If expansion is approved all 630 places at Stonebridge School will become permanent places.**



Equality Analysis



Brent Council Equality Analysis Form

Please contact the Corporate Diversity team before completing this form. The form is to be used for both predictive Equality Analysis and any reviews of existing policies and practices that may be carried out.

Once you have completed this form, please forward to the Corporate Diversity Team for auditing. Make sure you allow sufficient time for this.

1. Roles and Responsibilities: please refer to stage 1 of the guidance	
Directorate: Regeneration and Growth	Person Responsible: Name: Sarah Chaudhry/Jill Rennie Title: Head of Strategic Property/Project Manager Contact No: 0208 937 1705/ 020 8937 2556 Signed: Sarah & Jill
Service Area: Property and Projects	
Name of policy: Stonebridge Redevelopment including Stonebridge Primary School Expansion	Date analysis started: 1/12/14 Completion date: 5/12/14 Review date:
Is the policy: New <input type="checkbox"/> Old <input type="checkbox"/>	Auditing Details: Name: Sarah Chaudhry Title: Head of Strategic Property DateContact No:30/01/15 Signed: Sarah
Signing Off Manager: responsible for review and monitoring Name: Richard Barrett Title: Operational Director Property and Projects Date Contact No: 02089371330 Signed:	Decision Maker: Name individual /group/meeting/ committee: Cabinet Date: 23/02/15

<p>2. Brief description of the policy. Describe the aim and purpose of the policy, what needs or duties is it designed to meet? How does it differ from any existing policy or practice in this area?</p> <p>Please refer to stage 2 of the guidance.</p>

This equality analysis is in respect of Stonebridge Redevelopment proposals.

September 2013

In September 2013, the Executive approved the following redevelopment proposals:

- That the existing Stonebridge Day Centre be redeveloped to provide new housing;
- That the listed Stonebridge Primary School be permanently expanded from two Forms of Entry (2FE) to three Forms of Entry (3FE) accommodating 'bulge classes' currently located at Stonebridge Day Centre – subject to School Governing Body consent;
- That the existing Adventure Playground be re-planned and improved;
- That the Stonebridge Open Space be re-planned and improved; and
- That residential development is bought forward in order to better utilise the lands.

An equality analysis was undertaken and the following impacts were identified:

- Potential **Negative** impacts:
 1. Possible loss of open space.
 2. Proposals may result in the Welsh School closing.
- Potential **Positive** impacts:
 1. Aligning with the Council's core objectives the delivery of social housing although it was noted Stonebridge already has a high concentration of homes with this tenure.
 2. Remodelling and improving the adventure playground positively impacting resident's aged 5 to 19 fostering good relations and reducing anti-Social Behaviour and crime.
 3. The permanent primary school expansion would provide for permanency in an expanded refurbished modern school centre/ Primary school expansion.

Current proposals November 2014

As detailed in the Cabinet report, aligning with Brent corporate strategies the objective is to deliver an expanded 3 forms of entry (FE) primary school at Stonebridge and in doing so securing an amount of 'enabling' residential development, an improved open space and the release of the former day care centre site, resulting in the following:

- Stonebridge Primary School currently has 420 pupils at the main school site and 180 in the Annex building (the former day care centre – temporary 'bulge classes'). The proposal is to expand the Primary School from 2 FE to 3 creating 210 permanent extra school places. Resulting in 630 Primary School places at Stonebridge Primary School. And new homes on part of the site.
- In order to accommodate the expansion and meet current space guidelines, it is necessary to make use of land currently occupied by the adventure playground and land occupied by the Welsh School for the purposes of the school. Resulting in a loss of the adventure playground and the termination of

- existing occupation arrangements with Brent Play Association. As per the previous Equality Analysis Officers have been working with the Welsh School to mitigate against the previously identified negative impact from the termination of their occupation of buildings on the Stonebridge School site.
- The open space will be moved from a busy main road and relocated along the southern part of the site to incorporate the canal feeder providing for much improved provision.
 - The existing open space would be developed for mixed tenure homes (likely to be private and intermediate due to existing high concentration of social housing in Stonebridge) that will financially contribute to the school expansion, some of the site would include an element of unsupervised children's play space.
 - On delivery of the scheme the former day care centre will become vacant and plans are to redevelop this site for new homes.

These proposals went out to public consultation on 6 October which closed on 17 November 2014. Feedback from the proposals informs this equality analysis.

3. Describe how the policy will impact on all of the protected groups:

The Stonebridge 2011 Census Profile is below.

2011 Census: Stonebridge

Population



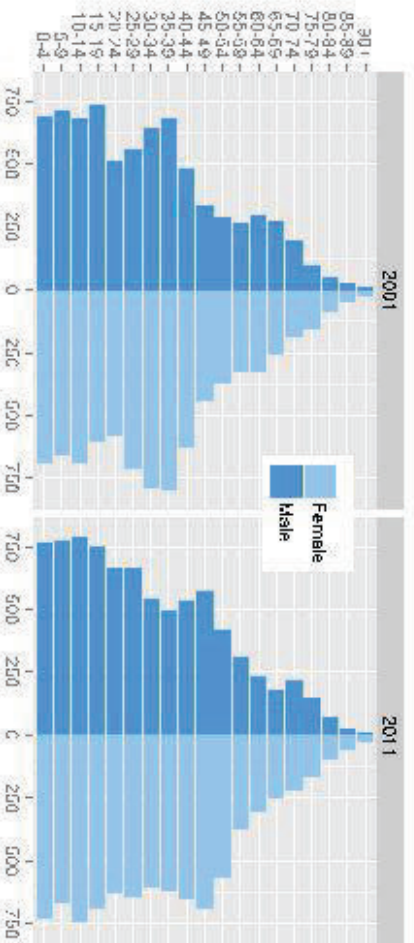
2001: 15,935
2011: 16,903



Points of note

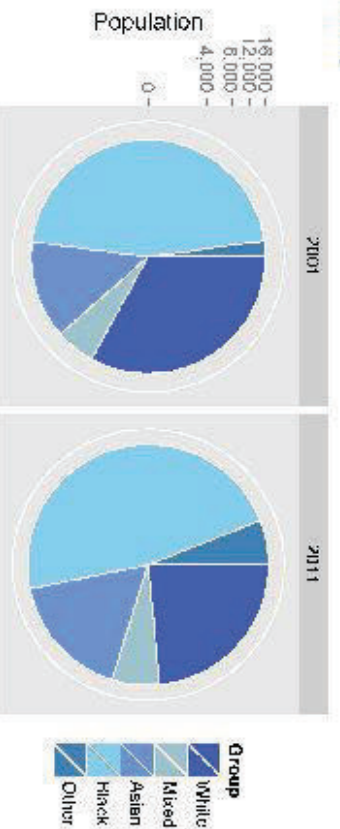
- Population increased by 6% - third smallest increase
- Most residents aged 5 to 19 years
- Largest number of Bangladeshi
- Most people with a religion
- Fewest people with a Level 4 or higher qualification
- Most social rented households

Population by five-year age band



Tables CS001 / PP04, PP05, PP06

Ethnicity



Tables KS006 / KS201EW

Ordnance Survey data © Crown copyright and database right 2013 100025290. National Statistics data © Crown Copyright and database right 2013. Supplied under the Open Government Licence v1.0 and the Ordnance Survey OpenData Licence.

Some of the proposals will have impacts on the whole of the local community whilst others will have impacts on specific sections of the local community

Stonebridge Primary School Expansion

The demand for school places is as detailed in Brent's School Expansion Strategy 2014/18:

- There is a rising demand for school places. In the Census, between 2001 and 2011 the number of under fives in the borough increased by 37.7%. Brent therefore has one of the youngest populations in the country, with 28.8% of the population being under 18.
- The make up of the Borough is changing. Brent has one of the most diverse populations in London, with over 140 home languages currently recorded among our school children. This diversity is not a fixed picture but rather there are rapid changes to the population.
- There are more people in the borough with limited land. In common with the rest of London, population density in Brent is increasing, land values are high and there are a number of competing pressures for such land as is available.
- High aspirations, often in the context of deprivation. While the proportion of pupils in our schools who qualify for the pupil premium is about average for London, using broader demographic data the borough is in the top 15% of the most deprived areas of the country and using the current means of measurement, around a third of children live in poverty. While adult skills levels are low - 25% have a NVQ level 4, compared to 38.6% across London – both the more established and emerging communities in Brent place a high value on education and rightly see their children's education as a key part of the path to prosperity for their family. The highest performing Brent schools show that social disadvantage is no barrier to high achievement, but the context of high mobility and deprivation can be.

In relation to equality Stonebridge Primary School's Ofsted's inspection report in 2013 rated the school overall as 'good' stating the following:

- A higher-than-average proportion of pupils enter the school roll later than the usual starting points.
- The majority of the pupils are from minority ethnic groups and the proportion who speaks English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is also well above average.

The Stonebridge Primary School expansion will have an overall **positive** impact on age, race and disability as it will provide more permanent school places in a deprived school community. The current bulge classes were always intended as a temporary solution and the proposed expansion will allow of continuity creating provision in an area that has a high number of 5-19 year olds as detailed in the census 2011 results.

In respect of the school expansion the next stages of reporting would comprise a Cabinet decision to approve the expansion of the school following the second stage of statutory consultation and a paper that seeks approval to award the works contract.

Loss of Adventure playground

Brent Council is the registered freehold owner of the Adventure Playground land and buildings, planning applications for this areas date back to 1974, 1975 and 1985 relating to buildings. The newer adventure play equipment has been funded by the Big Lottery fund, the grant agreement is in the name of Brent Council. Brent Play Association (BPA)'s occupy the adventure playground for which Brent receives no rent. The occupation is a historic arrangement Officers are told, but don't really know, that previously Brent Council operated the adventure playground service which was later taken on by BPA.

Termination of existing occupation arrangement with BPA

The BPA occupies the Brent owned Adventure Playground and as part of this arrangement manages and maintains the area, this is a historic arrangement for which Brent receives not rent.

BPA is a registered charity (Registered Charity No. 1085110). Companies House records inform BPA were incorporated in 11 November 1999. BPA's accounts for the year end 31 March 2013 state their objective and service at Stonebridge to provide the following:

- Objectives. "The charity's object and it's principal activity continues to be that of providing and supporting facilities within the London Borough of Brent and surrounding areas for the daily care, play, recreation and education of children and young people seven days per week and school holidays and also provide day respite and learning opportunities for children and young people with special needs up to the age of 18 years."
- Stonebridge Adventure Playground. "The charity currently runs an all-year-round club in the Stonebridge Adventure Centre, on behalf of Brent Council. It offers integrated facilities for children and young people with special needs, 'state of the art' Adventure Playground structures, and indoor facilities, which include an Art and Craft room, TV and video room, main hall and kitchen."

BPA's accounts mention Brent's Play Strategy, a document which was produced for the period 2005-8, in this document BPA are mentioned as follows: "the biggest single provider is Brent Play Association - a charitable company that runs 9 sites based in schools, and an after school club and play scheme at Stonebridge Centre", the strategy is now out of date.

The BPA service at Stonebridge is not Ofsted registered. The BPA services at the Stonebridge Adventure Playground run from Monday to Friday during term time, from 2pm to 7pm, on Saturdays from 11am to 4pm and during School Holidays from 7am to 6pm. The core age range is 5 to 13 year old young people and is a free service at point of entry.

BPA receives grant funding of £118,000 from Brent in 2014/15. The BPA March 2013 accounts highlight the Stonebridge free facility as a one off, funded primarily by Brent. BPA's accounts show that for the year ending 31 March 2013, the grant received totalled £315,304 (£211,304 67% from Brent), equating to 95.7% of the BPA's total income.

A Brent Cabinet report 15 December 2014 from the Chief Finance Officer on the Budget, as per recommendations from the Strategic Director, Children and Young People proposes:

“To cease contract for play provision with the Stonebridge Adventure Playground, this funding to BPA provides after school and holiday provision for children at the SAP which is free to the families at point of delivery and is unique to this area. It is proposed to cease this funding as it is no longer sustainable or justifiable in the current financial climate”.

The Brent Cabinet forward plan / agenda for the meeting on 23 February 2015 includes a paper from the Strategic Director of Children and Young people on the proposed BPA funding cuts and an equality analysis in respect of the service and service users, this Equality Analysis will only focus on accommodation issues.

In respect of the physical overall redevelopment plan, the loss of adventure playground will **negatively** impact BPA and its staff, BPA service users children and their families. Due to the local make up (as per 2011 census data), a higher then average 5-19 year old population in an area which comprises a high concentration of socially rented homes that suggest deprivation, BPA services are likely to be in demand.

Termination of existing occupation arrangements with the London Welsh School

Officers understand the Welsh School's occupation was agreed directly with Stonebridge School. A below market rent is paid to Stonebridge School - a position which Council Officers have been looking to regularise for some time.

Ysgol Gymraeg Llundain, the Welsh School, London, Dfe registration number: 304/605, unique reference number: 101573 were inspected on 17-18 May 2012. The report informs the school was established in 1958. It is a non selective, co educational independent day school for pupils between the ages of four and eleven. The school is run by a board of directors on behalf of the Welsh School Trust and aims to provide 'bilingual Welsh education outside of Wales'. The school has a satisfactory Ofsted rating. As at the inspection date there were 34 pupils on roll, of whom five were part time. It is understood that only a handful of students are from Brent.

There are no statistics to identify Welsh speakers in the borough, but the 2011 census had 1108 people in Brent who identified themselves as being born in Wales, down from 1970 in 2001. It is understood that the Welsh School currently has around 30 children. The pupils come from parental backgrounds including

Mexico, Pakistan, India, Cayman Islands, Spain, Chile, and from numerous other backgrounds from the Indian subcontinent and Afro Caribbean nations.

In line with the previous Executive approval to Stonebridge redevelopment plans and the equality analysis which identified a negative impact on the Welsh School. Officers have been working with the school to find a new home within the borough. The Welsh School have agreed to use the former Bowling Green Pavilion in King Edward VII Park in Wembley as a new location. Heads of terms have been issued detailing key terms. In order to allow the Welsh school to use the pavilion a planning application is required and this has been submitted by the Welsh School. Brent has submitted an application to the Fields in Trust, who needs to agree to the school using the former Bowling Green Pavilion in King Edward VII Park, Wembley.

Without new premises, the proposal will have a negative impact on the Welsh language speakers. If the planning application and fields in trust application are successful this will provide a **positive** impact as it would give the school future stability. Due to the local make up (as per 2011 census data), a higher then average 5-19 year old population in an area which comprises a high concentration of socially rented homes suggesting deprivation, the Welsh School's school places are likely to be in demand but inaccessible to local people because of school fees.

Open Space

Brent Park strategy 2010-15, notes the following in respect of Stonebridge:

- Spatial deficiencies in the public open space in Brent by type, under district parks; Stonebridge is listed, as it is under local parks.
- Fear of crime and poor facilities are named as a main barrier to entering parks (interestingly, among a sample of about a hundred young people interviewed as part of the Brent youth Parliament's crime and safety survey 10% rated the parks after dark as 'the most dangerous places in Brent' compared to 21% for Stonebridge).
- In respect of satisfaction with parks and open space the average satisfaction level is 82% Stonebridge was below the average with a range between 50% - 63%.

The current open space is difficult to manage, maintain and prone to attracting antisocial behaviour, site levels make the area difficult for the Parks service to maintain as it is uneven to mow.

The proposal involves building on part of the current open space and reprovision along the canal feeder, resulting in some loss of trees. The proposals will provide for an improved area of open space, along the canal feeder, between the school and the housing off Johnson Road and would be to the benefit of the local community.

The open space facility improvements should have a **positive** impact they will aim to reduce the fear of crime, positively impacting 'disability' as the current open space is quite uneven. The loss of trees will be compensated by planting new

ones (subject to planning requirements). The negative impacts of building new homes on the open space are covered below.

The former day centre site & housing

On 21 July 2014 Brent's Cabinet approved the Housing Strategy 2014-19, detailed the following objectives:

1. To significantly increase the supply of affordable housing. To significantly increase the capacity to meet housing needs and support social mobility through the provision of 5,000 affordable rent and low cost home ownership properties by 2019.
2. To ensure that at least 35% of new general needs affordable rented housing is 3 bedroom or larger, to align with demand profile. To halve severe overcrowding in the social housing sector by 2019.
3. The development of 1000 build to rent homes by 2019 of which at least 30% are affordable to those on lower incomes.
4. To provide an additional 200 extra-care and specialist supported housing units by 2016 to widen housing options and reduce reliance on residential care.

Directly contributing towards these objectives the Stonebridge redevelopment proposals will provide:

1. The redevelopment proposes to build c. 140 homes across the three sites, which will be a mix of flats and terraced housing, which will include affordable housing. At this time the mix of housing is not known but the Council will look to provide housing inline with planning policy of 50% where possible, although the form of affordable housing may need to be carefully considered bearing in mind the local housing make as detailed below. Any homes that are built as affordable will need to comply with the London Mayors Housing Design Guide.
2. Stonebridge has 49.3% of homes which are of "Flat, maisonette or apartment: Purpose-built block of flats or tenement" compared with the borough average of 33%, so a development which includes terraced housing will add to the mix. The proposal includes provision for homes that are 3 bedrooms.
3. Stonebridge currently has 65.2% of households who socially rent compared with the borough average of 24.1%. 15.8% who privately rent compared with the borough average of 30% and 19% who own their own home compared with the borough average of 44.4%. There is therefore an argument that new homes in Stonebridge should aim to rebalance the current profile, with market rented homes and homes for sales, perhaps shared ownership or reduced equity.

The new homes at Stonebridge will provide an overall **positive** impact as it will directly contribute towards meeting the objectives in the housing strategy 2014-19, which has an overall positive impact on equality. Some of the homes will be affordable, there is an argument and as per the census 2011 details, that suggest due to current concentration of social housing in Stonebridge, sales or market rent

homes may provide for more balanced local housing market.

Overall

The table below sets out assets and the impact as reported to Executive in September 2013 and the expected impact of revised proposals in January 2015.

Area/ Organisation	September 2013	February 2015
Stonebridge School	Positive	Positive
Adventure Playground	Positive	See BPA
Brent Play Association (BPA)	-	Negative
The London Welsh School	Negative	Positive
Open Space	Negative	Positive
Former day centre site & housing	Positive	Positive

Please give details of the evidence you have used:

- 2011 Census data;
- Brent's School Expansion Strategy 2014-18;
- Stonebridge Primary School Ofsted inspection report in 2013;
- Planning applications records;
- Charity Commission records;
- Companies House records;
- Brent Play Association accounts for the year end 31 March 2013;
- Brent's Play Strategy 2005-8;
- Brent Cabinet forward plan / agenda for the meeting on 26 January 2015;
- Brent Cabinet report 15 December 2014 from the Chief Finance Officer on the Budget;
- Dfe records;
- The Welsh School Ofsted inspection report latest;
- Brent Park strategy 2010-15; and
- 21 July 2014 Brent Cabinet approved Housing Strategy 2014-19.

4. Describe how the policy will impact on the Council's duty to have due regard to the need to:

(a) Eliminate discrimination (including indirect discrimination), harassment and victimisation;

Stonebridge Primary School Expansion

Local education authorities must find a free school place for all children who are of 'compulsory school age'. If a child of compulsory school age can not receive education at school the local education authority has a duty to provide suitable education in some other way, for example, home tuition. The duty of the local authority to provide full time education applies to all pupils including those who are temporarily living in the area for long enough to attend school, have come from abroad and have special educational needs. Local authorities as public bodies have a legal right responsibility not to discriminate and to promote equality of opportunity. Provision of permanent school places in an expanded Stonebridge

Primary School will ensure the council is taking steps to ensure a free school place for all children who are of 'compulsory school age' are provided an education. The school expansion will have an overall positive impact in respect of eliminating discrimination.

Loss of Adventure playground

Please see the BPA below.

Termination of existing occupation arrangement with BPA

The service provided at the Adventure Playground is an optional service which parents/guardians may or may not choose to access. The supervised nature of the provision it could be argued does help with eliminating harassment and victimisation as it provides a place where young people can engage in useful activities. The free at point of entry service allows users to access services overcoming the cost barrier in respect of other nearby provision, which in the context of Brent is a one off service for both Brent and BPA – inadvertently disadvantaging similar services users in other Brent locations.

In the context of redevelopment proposals, the corporate order of priority is 1. The delivery of school places and 2. new homes, if in this context the adventure playground is negatively impacted mitigation options in respect of this provision will need to be considered subject to it not compromising the above priorities.

Termination of existing occupation arrangements with the London Welsh School

Although independent see comments in respect of school place provision and rights of children to access education as per the United Nations convention on the rights of the child. This schooling offer provides an educational solution, although it is accepted it is not accessible for the mainstream as it is fee paying and due to language requirement. If the mitigation plan, to relocate the Welsh School is successfully implemented this school provision may help eliminate discrimination and provide access for children to education.

Open Space

Brent Park Strategy 2010-15 notes "fear of crime and poor facilities are named as a main barrier to entering parks (interestingly, among a sample of about a hundred young people interviewed as part of the Brent youth Parliament's crime and safety survey 10% rated the parks after dark as 'the most dangerous places in Brent' compared to 21% for Stonebridge)".

The neighbourhood crime league table for October 2014 ranked Stonebridge as 84 out of 114 areas, sitting somewhere in the middle in respect of reported crimes and of the 186 crimes reported 41 were violence related equating to 22%. (note these are for the Stonebridge area on the UK CrimeStats website)

The proposals will improve the current open space provision, increasing accessibility, visibility and lighting in order to reduce the fear of crime, providing a

benefit for all the community.

The Former Day Centre & Housing

As highlighted in the Cabinet approved Housing Strategy in July 2014. Specific to this question the following text applies: ' the strategy aims to ensure that policy and service delivery are centred on identified need and demand, based on an analysis of local market conditions and demographics, including the specific needs of protected groups.' These proposals should help households that need housing to access new provision.

(b) Advance equality of opportunity;

In line with Brent public sector duty to eliminate both discrimination and ensure equality of opportunity the comments as per section (a) apply.

(c) Foster good relations

As identified as negative in the previous Equality Analysis (September 2013), Officers have worked with the Welsh School in order to assist with an alternation solution to their accommodation needs.

As identified in this Equality Analysis as a negative, Officers will be working with the Brent Play Association to see if an accommodation mitigation option can be agreed.

5. What engagement activity did you carry out as part of your assessment?

Please refer to stage 3 of the guidance.

i. Who did you engage with?

- Leaflets were delivered to properties with 0.5 miles of the site
- Leaflets were provided to all pupils of Stonebridge Primary School
- Leaflets were provided to Brent Play Association (the organisation who manages the Adventure Playground), the Welsh School and Our Lady of Lourdes School
- The website had full details of the consultation
- Consultation information was provided to the local press

The link to the website consultation was also sent to the following organisation:

- Stonebridge Primary School
- All maintained schools and Academies in Brent
- Brent Council - key officers
- Westminster Diocesan Education Service
- London Diocesan Board for Schools
- London Borough of Ealing
- London Borough of Barnet

- London Borough of Camden
- London Borough of Harrow
- London Borough of Hammersmith and Fulham
- London Borough of Westminster
- Royal Borough of Kensington and Chelsea
- Local Resident Associations
- All Councillors
- Local Member of Parliament
- All Brent Customer Service Shops
- All Brent Libraries
- All Brent Children Centres
- Sport England
- Secretary of State, School Organisation Unit
- Local private nurseries
- Any trade unions who represent staff of Stonebridge Primary School
- Representatives of main trade unions in Brent
- Early Years and Family Support Service
- Early Years Quality and Improvement Team
- Parent and Toddler groups in the area
- Victorian Society
- English Heritage
- Hyde Housing
- Welsh School
- Our Lady of Lourdes

ii. What methods did you use?

The consultation ran from Monday 6th October to Monday 17th November. A consultation leaflet was produced which included details on the proposals and sought views through two open questions. A website was also created which had the consultation information and an on-line consultation response portal. 5 consultation events were held.

The consultation leaflet and on-line consultation included the same two open questions asked:

1. Please tell us what you like about the proposals and why?
2. Please tell us what you would like changed and why?

Ahead of the start of the formal consultation, Brent Play Association started a campaign to save the Adventure Playground. This received local press coverage and was on the front page of The Brent and Kilburn Times for a number of weeks, as such there was a lot of coverage in the media of the proposals.

A drop box for completed leaflets was left at The Hub, Hillside for the duration of the consultation event.

On Friday 7th November officers delivered further leaflets to Fawood Children's Centre, the Hub, Hillside reception, Brent START Stonebridge, Hillside Primary Care Centre and St Michael's nursery.

iii. What did you find out?

This summarises all the above different consultation responses received, with the exception of the petition which is dealt with separately.

The Council distributed around 6,700 leaflets, around 60 individuals attended consultation events (excluding Brent Connects which was not exclusively for this consultation) and we received 90 written submissions (papers, on line and 17 A4 signed standard documents). Most of the written responses were from local people and around 1/3 from people who did not live in Brent. The Council also received one response on the phone ahead of the start of the consultation.

The majority of responses focused on the loss of the Adventure Playground and the desire to keep this provision. A number of responses only discussed the Adventure Playground proposals, with many of these respondents saying they didn't like anything about the proposal. The highlights of the responses are detailed below:

Stonebridge Primary School Expansion

- That the school expansion should be re planned so not to be at the expense of the Adventure Playground or to leave the school on two sites.
- Due to the school having the annexe site it was felt that the school expansion was only providing a further 30 places.
- There was a general understanding for the need for school places.
- There were respondents who welcomed the school being on one site.

Loss of Adventure Playground

- The value of play and play facilities (including the indoor space).
- Respondents focused on the BPA service.

Termination of existing occupation arrangement with BPA

- Importance of the safe and supervised nature of the provision.
- Importance of the facility in terms of childcare – including after school and summer school provision.
- As a place for children to go without which they could partake in anti-social behaviour/crime.
- The facility being a free provision.

Termination of existing occupation arrangements with the London Welsh School

- There were limited responses on the Welsh School.
- Responses questioned what the future of the Welsh School would be.

Open Space

- People wanted to see the open space improved.

- The proposed open space and improvements to the canal feeder were welcomed.
- Residents did not want to see a loss of open space or trees.

Stonebridge Former Day Centre & Housing

- There was a mixed response to whether there should be more housing.
- A number of respondents did not want to see more housing, especially on the current open space site and the Milton Avenue site.
- For those who did wish to see more housing there was a desire for houses as opposed to flats and for the homes to be affordable.
- There was a desire for no high rises and for good design.

Other Issues

- Generally the new play space was unsupported as it was seen as unsafe; as it was by a road and unsupervised.
- Traffic and parking issues were raised in regards to the needs to address current provision and the impact of the proposals.
- The proposals need to ensure community cohesion.

A detailed consultation analysis is appended to this report.

Equalities information is only available as part of the leaflet/online responses (which had 66 returns). Where it states “not known” this is where the respondent either identified that they would prefer not to say or who did not put a response for the question.

The census data (for the Stonebridge ward) from 2011 is also included:

Age

The majority of respondents 40.9% (17) were aged 35-54. The lowest response was from people aged 16-24 1.5% (1). With 10.6% between the age of 0-15 (7). 28.8% (19) of respondent's ages were not known.

Age Census 2011:

0-4:	8.86% (1,498)
5-19:	26.11% (4,413)
20-34:	22.15% (3,744)
35-49:	21.10% (3,566)
50-64:	13.10% (2,215)
65+:	8.68% (1,467)

As most the responses were in respect of BPA the age profile is as expected comprising adults 35-54 (we assume but don't really know parents / guardians and carers) and young people 0-15.

Health & disability

In response to the question – “Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?” 10.6 %(7) said yes. With 50% (33) saying no. The remainder is not known.

Health & disability census 2011:

Day-to-day activities limited a lot: 8.42% (1,423)

Day-to-day activities limited: 8.09% (1,368)

Day to day not limited: 83.49% (14,112)

The 10.6% response from people with health problems or disabilities compares well with census 2011 responses with 16.51% saying their day to day activities were with limited a lot or limited.

Sex

The majority of respondents were female 48.5% (32). 19.7% (13) were male. And 31.8% not known.

Sex census 2011:

Male: 48.35% (8,173)

Female: 51.65% (8,730)

We assume, but don't really know, that the comparatively low level of engagement in the survey by men may reflect current household child caring arrangements.

Gender

When asked if respondents gender identity is the same as the gender at birth. 54.5 %(36) said yes with 45.5% (30) not known.

Ethnicity

The majority 31.8% (21) were black. 22.7% (15) white. 4.5% (3) mixed. 4.5% (3) other. And 0% Asian. 36.4% (24) is not known.

Ethnicity census 2011:

Asian: 16.97% (2,868)

Black: 47.17% (7,973)

Mixed: 6.33% (1,070)

White: 23.50% (3,973)

Other: 6.03% (1,019)

No responses from the Asian does not align with the census data and a plan on how to better engage is part of the community needs to be considered as part of future consultation. As a large number of responses focused on the adventure playground, as the number of Asian people using the BPA service in Stonebridge is low, the consultation responses could be indicative of this.

Sexual orientation

48.5% (32) were heterosexual/straight, with 50% (33) not known 1.5% (1) was bisexual.

Census 2011:

This question was not included in the census

Religion or belief

30.3% (20) were Christian. 18.2% (12) had no religious belief. 42.4% (28) were not known. 6.1% (4) were Muslim. 1.5% (1) was Jewish. 1.5% (1) was agnostic. And 0% was Hindu and Sikh.

Religion 2011 census:

Buddhist:	0.44% (74)
Christian:	49.86% (8,436)
Hindu:	6.32% (1,069)
Jain:	0.10% (17)
Jewish:	0.17% (29)
Muslim:	28.20% (4,772)
Sikh:	0.16% (27)
Other religion:	0.50% (84)
No religion:	6.72% (1,137)
Religion not stated:	7.54% (1,275)

As per the 2011 census responses, the largest religious communities in Stonebridge Park are Christians (49.9%) and Muslims (28.2%), when compared with survey respondents it suggests a very low response rate from the Muslim community.

iv. How have you used the information gathered?

We have used feedback to inform our future plans as detailed in the section below.

v. How has it affected your policy?

Where negative impacts have been identified, we have used the information to develop mitigation options.

Stonebridge Primary School Expansion

Officers have asked the project architects to consider if the school expansion could be delivered with the adventure playground in situ – see below ‘adventure playground’.

Loss of Adventure Playground

Accommodation based solutions:

- Redesign the school expansion plans to see if at all possible the adventure

- playground can stay put, as above. The plan produced by the architect's shows a severely compromised open space solution which would need to be measured to ensure no loss of area. Officers have discussed the plan with BPA and the initial feedback is that the proposals are unsuitable in the main.
- To work with the adjoining land owner Hyde Housing Association – Hillside Housing Trust considering options on their land.
 - Or provision for alternative play or adventure equipment to form part of redevelopment (unsupervised provision).

Termination of existing occupation arrangements with BPA

As per section 3. The Brent Cabinet forward plan / agenda for the meeting on 26 January 2015 includes a paper from the Strategic Director of Children and Young people on the proposed BPA funding cuts and an equality analysis in respect of the service and service users. Only if the service user's mitigation plan requires accommodation for BPA will these accommodation solutions be developed.

Termination of existing occupation arrangements with the London Welsh School

We will continue to work through the previously identified mitigation plan aiming to work with the school in delivering a relocation strategy.

Open space

Where there is a loss of trees we, we expect as part of the planning process for any tree loss to be mitigated by planting new ones. We will work through the detailed at planning application stage.

The Former Day Centre Site and Housing

As per Brent's housing strategy we will look to provide a mix of both homes for sale and rent including affordable. The detailed will become clearer as the proposals go through the planning process.

Other issues

Officers will work with planning and sports and parks to identify other alternative solutions to the proposed play provision.

6. Have you identified a negative impact on any protected group, or identified any unmet needs/requirements that affect specific protected groups? If so, explain what actions you have undertaken, including consideration of any alternative proposals, to lessen or mitigate against this impact.

Outcome of public consultation

In respect of consultation overall, in future Officers will look to find ways in which to better engage with all sections of the community in particular Asian and Muslim

households who although forming a reasonable proportion of the Stonebridge community in the 2011 census, no or low responses were forthcoming from them.

Loss of Adventure Playground

Accommodation based solutions:

- Redesign the school expansion plans to see if at all possible the adventure playground can stay put, as above. The plan produced by the architect's shows a severely compromised open space solution which would need to be measured to ensure no loss of area. Officers have discussed the plan with BPA and the initial feedback is that the proposals are unsuitable in the main.
 - To work with the adjoining land owner Hyde Housing Association – Hillside Housing Trust considering options on their land, principle has been discussed detail needs to be worked through.

Termination of existing occupation arrangement with BPA

As per section 3. The Brent Cabinet forward plan / agenda for the meeting on 23 February 2015 includes a paper from the Strategic Director of Children and Young people on the proposed BPA funding cuts and an equality analysis in respect of the service and service users. Only if the service user's mitigation plan requires accommodation for BPA will these accommodation solutions be developed.

Please give details of the evidence you have used:

- 2011 Census data;
- Brent's School Expansion Strategy 2014-18;
- Stonebridge Primary School Ofsted inspection report in 2013;
- Planning applications records;
- Charity Commission records;
- Companies House records;
- Brent Play Association accounts for the year end 31 March 2013;
- Brent's Play Strategy 2005-8;
- Brent Cabinet forward plan / agenda for the meeting on 26 January 2015;
- Brent Cabinet report 15 December 2014 from the Chief Finance Officer on the Budget;
- Dfe records;
- The Welsh School Ofsted inspection report latest;
- Brent Park strategy 2010-15;
- 21 July 2014 Brent Cabinet approved Housing Strategy 2014-19;
- Metropolitan Police neighbourhood crime league tables;
- Stonebridge Redevelopment including Primary School Expansion consultation leaflet and outcomes; and
- Census 2011 data.

7. Analysis summary

Please tick boxes to summarise the findings of your analysis.

Protected Group	Positive impact	Adverse impact	Neutral
Age		X	
Disability			X
Gender re-assignment			X
Marriage and civil partnership			X
Pregnancy and maternity	X		
Race		X	
Religion or belief			X
Sex			X
Sexual orientation			X

8. The Findings of your Analysis

Please complete whichever of the following sections is appropriate (one only). Please refer to stage 4 of the guidance.

No major change

Your analysis demonstrates that:

- The policy is lawful
- The evidence shows no potential for direct or indirect discrimination
- You have taken all appropriate opportunities to advance equality and foster good relations between groups.

Please document below the reasons for your conclusion and the information that you used to make this decision.

Adjust the policy

This may involve making changes to the policy to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential adverse effect on a particular protected group(s).

Remember that it is lawful under the Equality Act to treat people differently in some circumstances, where there is a need for it. It is both lawful and a requirement of the public sector equality duty to consider if there is a need to treat disabled people differently, including more favourable treatment where necessary.

If you have identified mitigating measures that would remove a negative impact, please detail those measures below.

Please document below the reasons for your conclusion, the information that you used to make this decision and how you plan to adjust the policy.

On 16 September 2013, the Executive approved the principles of redevelopment. The proposals included the relocation or termination of arrangements with the Welsh School, which was a negative which Officers have been looking to mitigation, the council in is active discussions Welsh School and a relocation plan has been agreed in principle subject to planning consent and Fields in Trust approval.

In respect of currently proposals, the loss of adventure playground will negatively impact BPA and its staff, BPA service users (children and their

families). Due to the local make up (as per 2011 census data) which comprises a higher than average 5-19 year old population, in an area which comprises a high concentration of socially rented homes which suggest deprivation, means that BPA services are likely to be in demand.

The most up-to date plans result in the following impacts:

Area	September 2013	February 2015
Stonebridge School	Positive	Positive
Adventure Playground	Positive	Negative
Open Space	Negative	Positive
The former day centre site & housing	Positive	Positive
Welsh School	Negative	Positive

Public consultation was undertaken on current proposals resulting in a well publicised campaign to save the playground and a petition being submitted to the Council, the majority of 60 attendees at consultation events and 90 of the paper responses focused on keeping the adventure playground provision.

To mitigate against this negative impact the following accommodation based solutions could be developed:

- Redesign the school expansion plans to see if at all possible the adventure playground can stay put, as above. The plan produced by the architect's shows a severely compromised open space solution which would need to be measured to ensure no loss of area. Officers have discussed the plan with BPA and the initial feedback is that the proposals are unsuitable in the main.
- To work with the adjoining land owner Hyde Housing Association – Hillside Housing Trust considering options on their land, principle has been discussed detail needs to be worked through.

In respect of the BPA service, the December 2014 Cabinet report from the Chief finance officer proposed funding cuts. The Brent Cabinet forward plan / agenda for the meeting on 23 February 2015 includes a paper from the Strategic Director of Children and Young people on the proposed funding cuts including an equality analysis and mitigation plan. Only if the service's mitigation plan requires accommodation for BPA will accommodation solutions be developed.

In respect of consultation overall, in future Officers will look to find ways in which to better engage with all sections of the community in particular Asian households who although forming a reasonable proportion 17% of the local community in the 2011 census, no responses were forthcoming from them.

All other outcomes of consultation will be further developed as proposals move through planning, particular to the open space we will work with colleagues in sports and parks to develop an alternative solution to the play space which the public said they did not like.

<p>We recognise the mitigations may not fully mitigate all negative impacts and that some may not work for various reasons. However due to ongoing demand for school places and homes, the recommendation is to proceed as proposed. Leaving the adventure playground in situ would compromise the overall development impact.</p>
<p>Continue the policy</p> <p><i>This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not amount to unlawfully discrimination, either direct or indirect discrimination.</i></p> <p><i>In cases where you believe discrimination is not unlawful because it is objectively justified, it is particularly important that you record what the objective justification is for continuing the policy, and how you reached this decision.</i></p> <p><i>Explain the countervailing factors that outweigh any adverse effects on equality as set out above:</i></p> <p><i>Please document below the reasons for your conclusion and the information that you used to make this decision:</i></p> <p>We recognise the mitigations may not fully mitigate all negative impacts and that some may not work for various reasons, or that they may not be deemed necessary. Due to ongoing demand for school places and homes (as set out in section 3), the recommendation is to proceed as proposed. Leaving the adventure playground in situ would compromise the overall development impact.</p>
<p>Stop and remove the policy</p> <p><i>If there are adverse effects that are not justified and cannot be mitigated, and if the policy is not justified by countervailing factors, you should consider stopping the policy altogether. If a policy shows unlawful discrimination it must be removed or changed.</i></p> <p><i>Please document below the reasons for your conclusion and the information that you used to make this decision.</i></p>
<p>9. Monitoring and review</p> <p>Please provide details of how you intend to monitor the policy in the future. Please refer to stage 7 of the guidance.</p> <p>As a result of the consultation, revised project outcomes are as follows:</p> <p>1. The revised principles of redevelopment:</p> <p>(i) That the former Stonebridge Day Centre site - currently the Stonebridge Primary School Annex (a temporary use) and Milton Avenue be re-planned to provide new homes;</p> <p>(ii) That Stonebridge Primary School be expanded from 2 Forms of Entry to 3 Forms of Entry;</p> <p>(iii) That in respect of the Adventure Playground the land be re-planned to form</p>

<p>part of the expanded Primary School;</p> <p>(iv) That the Open Space is re-planned to provide an equivalent area, of improved quality, running alongside the existing canal feeder;</p> <p>(v) That the existing open space at the frontage of the site be re-planned for housing;</p> <p>(vi) That the School building currently let to the Welsh School revert back to the primary School; and</p> <p>(vii) That an alternative proposal in respect of play provision be developed on site.</p> <p>2. That formal statutory consultation on the proposed expansion of Stonebridge Primary School from 2 Forms of Entry to 3 Forms of Entry is undertaken, subject to approval of the school's Governing Body to proceed to this stage on the basis of the proposals approved by the Cabinet as described in this report.</p> <p>3. That existing occupation arrangement (as per Confidential Appendix 3) with Brent Play Association are terminated and that the mitigation plan included within the Diversity Implications section of this report is implemented.</p> <p>4. That existing occupation arrangement (as per Confidential Appendix 3) with Ysgol Gymraeg Llundain, the Welsh School are terminated and that the relocation plan is progressed.</p> <p>These outcomes will form part of a detailed project delivery plan, which will be monitored to ensure progress.</p>				
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

10. Action plan and outcomes

At Brent, we want to make sure that our equality monitoring and analysis results in positive outcomes for our colleagues and customers.

Use the table below to record any actions we plan to take to address inequality, barriers or opportunities identified in this analysis.

Action	By when	Lead officer	Desired outcome	Date completed	Actual outcome
Provision of new homes at the former day centre site and existing open space.		Jill Rennie	Aligning with Brent's Housing Strategy 2014-19 the provision of new homes to meet rising demand.		
Expansion of Stonebridge Primary School from 2 FE to 3.		Simon Emma Sweeney (Expansion)	Aligning with Brent's School Expansion Strategy 2014-18 and Stonebridge Census 2011 data which shows a		
Formal		Jill Rennie (Welsh School &			

<p>statutory consultation on the proposed expansion.</p> <p>The adventure playground to form part of the school.</p> <p>That existing occupation arrangement with Brent Play Association are terminated and that the mitigation is implemented.</p> <p>The buildings occupied by the Welsh School revert back to Stonebridge Primary School.</p> <p>That existing occupation arrangement with the Welsh School are terminated and that the relocation plan is progressed.</p>		<p>redevelopment)</p> <p>Simon Topping (BPA)</p>	<p>higher than average number of 5-19 year olds, the project of new school places to meet rising demand.</p> <p>Provision of new school places that are designed to align with current school building space space guidelines.</p>		
<p>Open Space is re-planned to provide an equivalent area, of improved</p>		Jill Rennie	<p>Open space that is accessible, visible, with improved lighting to reduce the fear of crime, providing</p>		

quality, running alongside the existing canal feeder.			a benefit for all the community.		
That an alternative proposal in respect of play provision be developed on site.		Jill Rennie	An improved play/adventure offer in response to the outcome of public consultation.		

Please forward to the Corporate Diversity Team for auditing.

The aim of this guidance is to support the Equality Analysis (EA) process and to ensure that Brent Council meets its legal obligations under the Equality Act 2010. Before undertaking the analysis there are three key things to remember:

- It is very important to keep detailed records of every aspect of the process. In particular you must be able to show a clear link between all of your decisions and recommendations and the evidence you have gathered.
- There are other people in the council and in your own department who have done this before and can offer help and support.
- The Diversity and Consultation teams are there to advise you.

The Equality Act 2010

As a Public Authority, Brent Council is required to comply with the Public Sector Equality Duty (PSED) contained in the Equality Act 2010. These duties require Brent Council to have 'due regard' to the need to

- Eliminate discrimination, be it direct or indirect discrimination
- Advance equality of opportunity between persons who share a relevant protected characteristic and others who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it

The equality duty covers:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership (direct discrimination only)
- Race
- Religion or belief
- Sex (formally known as gender)
- Sexual orientation

- ***What is equality analysis?***

Equality Analysis is core to policy development and decision making and is an essential tool in providing good services. Its purpose is to allow the decision maker to answer two main questions.

- Could the policy have a negative impact on one or more protected groups and therefore create or increase existing inequalities?
- Could the policy have a positive impact on one or more protected groups by reducing or eliminating existing or anticipated inequalities?

- ***What should be analysed?***

Due consideration of the need for an Equality Analysis should be addressed in relation to all policies, practices, projects, activities and decisions, existing and new. There will be some which have no equalities considerations, but many will. Where an EA is undertaken, some policies are considered a higher risk than others and will require more time and resources because of their significance. This would include:

- Policies affecting a vulnerable group such as young people, the elderly and people with a disability
- Policies related to elective services such as Sports Centres or Libraries
- High profile services
- Policies involving the withdrawal of services
- Policies involving significant reductions in funding or services
- Policies that affect large groups of people
- Policies that relate to politically sensitive issues

It can sometimes be difficult to identify which policies are more sensitive. If you are in doubt seek advice from a more senior officer or the Diversity Team.

- *When should equality analysis be done?*

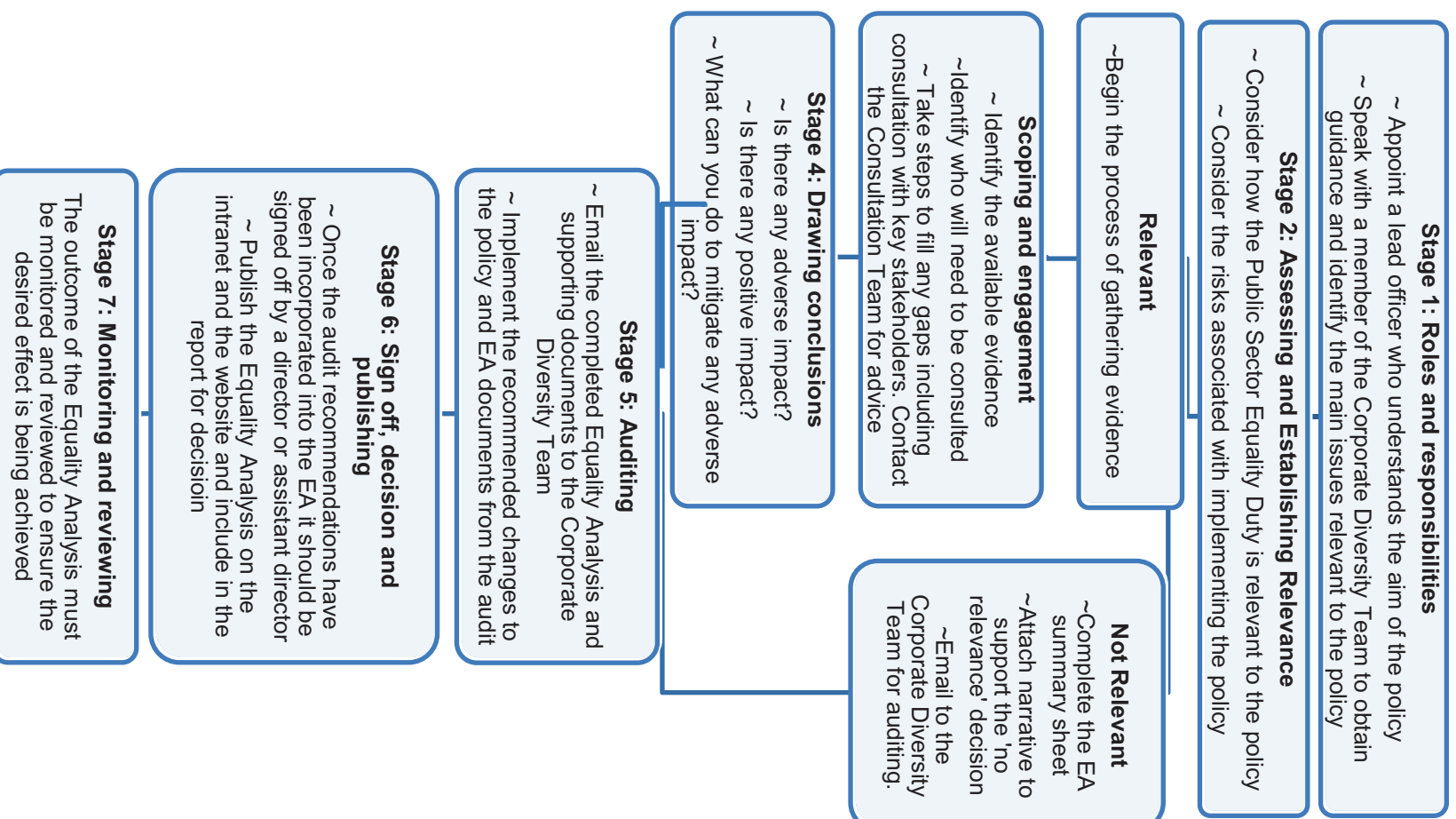
The EA must be completed before the policy is sent to the decision maker but should be carried out at the earliest possible stage. The advantage of starting early is that the equalities data informs and shapes the policy as it develops and progresses and this allows more time to address issues of inequality. You should also bear in mind that several changes may be happening at the same time. This would mean ensuring that there is sufficient relevant information to understand the cumulative effect of all of these decisions.

Positive action

Not all policies can be expected to benefit all groups equally, particularly if they are targeted at addressing particular problems affecting one protected group. (An example would be a policy to improve the access of learning disabled women to cancer screening services.) Policies like this, that are specifically designed to advance equality, will, however, also need to be analysed for their effect on equality across all the protected groups.

Brent Council's Equality Analysis Process

This flow chart sets out the process for carrying out an EA. Details on each stage of the process follow. Please note that it may be necessary to consult the Corporate Diversity team at each stage and that Legal may also need to be involved. This should be factored in to the time scale.



Stage 1: Roles and Responsibilities

The first stage in the process is to allocate the following roles.

Role	Responsibilities and tasks
Decision maker - the person or group making the policy decision (e.g. CMT/Executive/Chief Officer).	<ul style="list-style-type: none"> • Check that the analysis has been carried out thoroughly: • Read and be familiar with the EA and any issues arising from it and know, understand and apply the PSED. (The evidence on which recommendations are based must be available to this person.) • Take account of any countervailing factors e.g. budgetary and practical constraints
The officer undertaking the EA	<ul style="list-style-type: none"> • Contact the Corporate Diversity and Consultation teams for support and advice • Develop an action plan for the analysis • Carry out research, consultation and engagement if required • Develop recommendations based on the analysis • Submit the EA form to the Diversity team for audit with the evidence and any other relevant documents including the report the EA will be attached to • Incorporate the recommendations of the audit • Include the Equalities Analysis in papers for decision-makers
The Corporate Diversity Team. Usually an individual officer will be assigned at the start of the process	<ul style="list-style-type: none"> • Provide support and advice to the responsible officer • Carry out the audit of the EA to monitor quality standards and ensure it is sufficiently rigorous to meet the general and public sector duties. • Return the analysis to the responsible officer for further work if it fails to meet the necessary standard • Consult Legal if necessary (this stage of the process will take at least 5 days)
The council officer responsible for signing off the EA. Usually a senior manager within the relevant directorate	<p>Ensure:</p> <ul style="list-style-type: none"> • That the EA form is completed • That any issues raised as part of the auditing process have been fully dealt with • That the EA, the evidence used and any issues arising from the analysis are brought to the attention of the decision maker • Ensure that the findings are used to inform service planning and wider policy development.

• Stage 2: Assessing and Establishing Relevance

We need to ensure that all of our policies and key decisions, both current and proposed, have given appropriate consideration to equality. Consideration of the need for an EA needs to be given to all new policies; all revised policies, all key decisions and changes to service delivery need an EA. Those that are more relevant will require more resources and data.

The following questions can help you to determine the degree of relevance, but this is not an exhaustive list:

Key Questions:

- Does the policy have a significant effect in terms of equality on service users, employees or the wider community? Remember that relevance of a policy will depend not only on the number of those affected but also by the significance of the effect on them.
- Is it a major policy, significantly affecting how functions are delivered in terms of equality?
- Will it have a significant effect on how other organisations operate in terms of equality?
- Does the policy relate to functions that previous engagement has identified as being important to particular protected groups?
- Does or could the policy affect different protected groups differently?
- Does it relate to an area with known inequalities (for example, access to public transport for disabled people, racist/homophobic bullying in schools)?
- Does it relate to an area where equality objectives have been set by Brent Council?

If the answer to any of the above is “yes”, you will need to carry out an Equalities Analysis.

“Not relevant”

If you decide that a policy does not impact on any of the equality needs contained in the public sector equality duty, you will need to:

- Document your decision, including the reasons and the information that you used to reach this conclusion. **A simple statement of no relevance to equality without any supporting information is not sufficient, nor is a statement that no information is available.** This could leave you vulnerable to legal challenge so obtaining early advice from the Corporate Diversity team would be helpful.
- Complete the EA Form and send it to the Corporate Diversity Team for auditing. If the Corporate Diversity Team advises that policy is relevant then you will need to continue the EA process (See flowchart). If the Corporate Diversity Team advises that the policy is not relevant then you will need to have it signed off, publish it and put in place monitoring arrangements for the policy.

-
- **Stage 3: Scoping**

Scoping establishes the focus for the EA and involves carrying out the following steps:

- Identify how the aims of the policy relate to equality and which aspects have particular importance to equality.
- Identify which protected groups and which parts of the general equality duty the policy will, or is likely to, affect.
- Identify what evidence is available for the analysis, what the information gaps are, and establish which stakeholders can usefully be engaged to support the analysis.

Think about:

- The purpose of the policy, and any changes from any existing policy
- The reason for the policy
- The context
- The beneficiaries
- The intended results

At this early stage you should start to think about potential effects on protected groups. This could mean that you decide to change your overall policy aims or particular aspects of the policy in order to take better account of equality considerations. It is often easier to do this at an earlier stage rather than having to reconsider later on in the process.

Sources of information

It is important to have as much up-to-date and reliable information as possible about the different groups likely to be affected by the existing or proposed policy. The information needed will depend on the nature of the existing or proposed policy, but it will probably include many of the items listed below:

- The Brent Borough profile for demographic data and other statistics
- Census findings; the 2011 census data will be available during 2012
- Equality monitoring data for staff and/or service users
- Reports and recommendations from inspections or audits conducted on service areas
- Previous reports that have been produced either on a similar topic or relating to the same service user group
- Responses to public enquiries on similar topics e.g. Freedom of Information requests
- Comparisons with similar policies in other departments or authorities to help you identify relevant equality issues.
- Analysis of enquiries or complaints from the public to help you understand the needs or experiences of different groups.
- Recent research from a range of national, regional and local sources to help you identify relevant equality issues.
- Results of engagement activities or surveys to help you understand the needs or experiences of different groups.
- Local press and other media. This will tell you whether there is public concern about possible equalities implications and help you to highlight issues for engagement

Many of these sources will be consulted as a matter of course when reviewing or developing a policy. Equalities considerations are one part of the policy process, not an extra.

Service user information

The type of information you need will depend on the nature of the policy. However, information relating to service users is usually essential. Consider:

- The full range of information that you already have about the user group e.g. information contained within service reviews, audit reports, performance reviews, consultation reports
- Who actually uses the service?
- When do they use it?
- How do they use it and what are their experiences?
- Are there alternative sources of provision that could be accessed?

- Who will be using the service in the future?
- Information from groups or agencies who deliver similar services to your target group e.g. survey results from voluntary and community organisations.

Identify your information gaps

If you do not have equality information relating to a particular policy or about some protected groups, you will need to take steps to fill in your information gaps. This could mean doing further research, undertaking a short study, conducting a one off survey or consultation exercise, holding a focus group etc.

Engagement

The Consultation team are available to advise on all aspects of engagement. You may wish to carry out engagement, which can help you to:

- Gather the views, experiences and ideas of those who are, or will be, affected by your decisions.
- Base your policy on evidence rather than on assumptions
- Check out your ideas
- Find solutions to problems and develop ways to overcome barriers faced by particular groups.
- Design more appropriate services,
- Monitor and evaluate the success of your policies and understand where improvements may be necessary.
- Avoid the costs of remedying and adapting services after their implementation
- Pre-empt complaints, which can be costly and time-consuming.

But remember you don't always have to consult or embark upon engagement if you already have enough information to assess the likely impact of the policy change on the equality needs, and if there is no other legal duty to consult. This engagement can form part of the broader consultation being carried out around service changes. You can also use recent engagement and research activities as a starting point, for example on a related policy or strategy and you can use documentation resulting from other equality analysis that Brent Council (or others) have undertaken.

For your engagement to be effective you will need to:

- Think carefully about who you should engage with. You will need to prioritise those who are most likely to be affected by the policy and those who will experience the greatest impact in terms of equality and good relations.
- In regard to people with a disability, as good practice it is recommended that they should be actively involved in engagement activity which directly affects them or the services that they receive.
- Make sure that the level of engagement is appropriate to the significance of the policy and its impact on equality
- Consider what questions you will need to ask, in order to understand the effect of the policy on equality. If you find it difficult to frame suitable questions you may take advice from the Corporate Diversity and Consultation teams

- Link into existing forums or community groups or to speak with representatives to help you reach less visible groups or those you have not engaged with before.
- Create opportunities for people to participate in supportive and safe environments where they feel their privacy will be protected, or via technology such as the internet
- Think of strategies that address barriers to engagement. Other people in the council have experience of this and can advise, as can the Corporate Diversity team and the Consultation team.

Stage 4: Drawing conclusions

You will need to review all of the information you have gathered in order to make a judgement about what the likely effect of the policy will be on equality, and whether you need to make any changes to the policy.

You may find it useful to ask yourself “What does the evidence (data, consultation outcomes etc.) tell me about the following questions”:

- Could the policy outcomes differ between protected groups? If so, is that consistent with the policy aims?
- Is there different take-up of services by different groups?
- Could the policy affect different groups disproportionately?
- Does the policy miss opportunities to advance equality and foster good relations, including, for example, participation in public life?
- Could the policy disadvantage people from a particular group?
- Could any part of the policy discriminate unlawfully?
- Are there other policies that need to change to support the effectiveness of the policy under consideration?

If the answer to any of the above is “yes”, you should consider what you can do to mitigate any harmful effects. Advice from the Diversity team will be particularly helpful at this stage.

You will also want to identify positive aspects of the policy by asking yourself:

- Does the policy deliver practical benefits for protected groups?
- Does the policy enable positive action to take place?
- Does the policy help to foster good relations between groups

Having considered the potential or actual effect of your policy on equality, you should be in a position to make an informed judgement about what should be done with your policy.

There are four main steps that you can take:

- **No major change**
- **Adjust the policy**
- **Continue the policy**
- **Stop and remove the policy**

(please see EA form for detailed descriptions of each decision)

Decisions may involve careful balancing between different interests, based on your evidence and engagement. For example, if the analysis suggests the needs of two groups are in

conflict, you will need to find an appropriate balance for these groups and for the policy in question. The key point is to make sure the conclusions you reach can be explained and justified. Speak to the Diversity team if you are unsure.

As a result of your analysis you may need to develop new equality objectives and targets. These should be documented on the EA form.

Stage 5: Auditing

Once you have completed the EA you will need to complete the EA Form and send it to the Corporate Diversity Team for auditing. It is important to ensure that the EA Form is completed as fully as possible. Documenting all of your analysis is important to ensure that you can show how the general and specific duties are being met. This aspect of the analysis has been subject to legal challenge so you need to be able to show how you reached your conclusions. The audit process involves the Corporate Diversity Team reviewing the completed form, the information and evidence. Sometimes this may require advice from Legal. You need to bear in mind that this will take at least five days. The team will send you back a feedback form with comments and recommendations which you will need to action prior to the sign off of the form.

Stage 6: Sign Off, Decision and Publishing

Once the EA Form is completed, the document must be signed off and the completed document must be sent to the Corporate Diversity Team to be published on the council website.

Decision-making

In order to have due regard to the aims of the public sector equality duty, decision-making must be based on a clear understanding of the effects on equality. This means that Directors, CMT and others who ultimately decide on the policy are fully aware of the findings of the EA and have due regard to them in making decisions. They are also entitled to take into account countervailing factors such as budgetary and practical constraints.

• Stage 7: Monitoring and Reviewing

Your EA, and any engagement associated with it, will have helped you to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. You may find that you need to revise the policy if, for instance:

- Negative effects do occur
- Area demographics change, leading to different needs,
- Alternative provision becomes available
- New options to reduce an adverse effect become apparent

You will need to identify a date when the policy will be reviewed to check whether or not it is having its intended effects. This does not mean repeating the EA, but using the experience gained through implementation to check the findings and to make any necessary adjustments. Consider:

- How you will measure the effects of the policy?

- When the policy will be reviewed (usually after a year) and what could trigger an early revision (see above)?
- Who will be responsible for monitoring and review?
- What type of information is needed for monitoring and how often it will be analysed?
- How to engage stakeholders in implementation, monitoring and review?

- **Section 3: Glossary**

Civil partnership: Legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Direct discrimination: This refers to less favourable treatment of one individual, if, because of that person's protected characteristic, that person is treated less favourably than another. Direct discrimination cannot be justified unless it is discrimination on the grounds of age.

Disability: A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Equality information: The information that you have (or that you will collect) about people with protected characteristics that will help you to show compliance with the equality duty. This may include the findings of engagement with protected groups and others and evidence about the effect of your policies on protected groups. It includes both qualitative and quantitative information, as well as evidence of analysis you have undertaken.

Gender reassignment: This is the process of transitioning from one sex to another. See also trans, transgender, transsexual.

Harassment: Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may also involve unwanted conduct of a sexual nature or be related to gender reassignment or sex.

Indirect discrimination: This is when a neutral provision, criterion or practice is applied to everyone, but which is applied in a way that creates disproportionate disadvantage for persons with a protected characteristic as compared to those who do not share that characteristic, and cannot be shown as being a proportionate means of achieving a legitimate aim.

Mitigation: This is when measures are put in place that lessen the negative effects of a policy or policies on protected groups.

Objective justification: Your provision may indirectly discriminate against a particular group if:

- It is a proportionate means to achieve a legitimate end
- The discrimination is significantly outweighed by the benefits
- There is no reasonable alternative to achieve the legitimate end

For example, some employers have policies that link pay and benefits to an employee's length of service, such as additional holiday entitlement for long-serving employees. This may indirectly discriminate against younger people who are less likely to have been employed for that length of time, but in most circumstances it is seen as being a proportionate way of encouraging staff loyalty.

Direct discrimination on the grounds of age can also be objectively justified (no other direct discrimination can be).

Positive action: Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (for example, providing mentoring to encourage staff from under-represented groups to apply for promotion).

Pregnancy and Maternity: Pregnancy is the condition of being pregnant. Maternity is the period after giving birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Proportionality: The weight given to equality should be proportionate to its relevance to a particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or on employees.

Race: This refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Reasonable adjustment: Public authorities making adjustments to the way in which they carry out their functions so that disabled people are not disadvantaged by the way in which those functions are carried out. This is with regard to policies, practices or procedures, premises, and the provision of auxiliary aids or services.

Relevance: How far a function or policy affects people, as members of the public, and as employees of the authority. Some functions may be more relevant to some protected groups than to others, and to one or more of the three elements of the general equality duty. The function or policy may still be relevant if the numbers affected by it are very small.

Religion or belief: Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect your life choices or the way you live for it to be included.

Sexual orientation: This is whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Trans: The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people (those who propose to undergo, are undergoing or have undergone a process of gender reassignment to live permanently in their acquired gender), transvestite/cross-dressing people (those who wear clothing traditionally associated with the other gender either occasionally or more regularly), androgyne/polygender people (those who have non-binary gender identities and do not identify as male or female), and others who define as gender variant.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

Transsexual: A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people feel the deep conviction to present themselves in the appearance of the opposite sex. They may change their name and identity to live in the preferred gender. Some take

hormones and have cosmetic treatments to alter their appearance and physical characteristics. Some undergo surgery to change their bodies to approximate more closely to their preferred gender. Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010. Under the Act, gender reassignment is a personal process rather than a medical one and it does not require someone to undergo medical treatment in order to be protected.

Victimisation: Subjecting a person to a detriment because they have made a complaint of discrimination, or are thought to have done so; or because they have supported someone else who has made a complaint of discrimination. Victimisation is unlawful under the Equality Act 2010.

Appendix 1

A Summary of the Equality Act 2010

The Equality Act 2010 replaces the existing anti-discrimination laws with a single Act. The legislation covers:

- Employment and work
- Goods and services
- The exercise of public functions
- Premises
- Associations
- Transport
- Education

The act prohibits:

- Direct discrimination
- Indirect discrimination
- Discrimination by association
- Discrimination by perception
- Discrimination arising from disability
- Victimisation
- Harassment

The new legislation no longer refers to 'diversity strands' instead it introduces the concept of 'protected characteristics or groups, the protected characteristics are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

- **The Public Sector Equality Duty**

The public sector equality duty requires that the council must, in the exercise of its functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are generally referred to as the three arms of the duty. In relation to 'fostering' there is a duty to have due regard to the need to tackle prejudice and promote understanding.

Equality of opportunity is expanded by placing a duty on the Council to have due regard to the need to:

- Remove or minimize disadvantages connected to a characteristic of a protected group.
- Take steps to meet the needs of protected groups.
- Encourage participation of protected groups in public life where participation is proportionately low.

There is also a specific requirement that councils must take steps to take account of a person's disability and there is a duty to make reasonable adjustments to remove barriers for disabled people. The duty is 'anticipatory'. For example, Brent Council cannot wait until a disabled person wants to use its services, but must think in advance (and on an ongoing basis) about what people with a range of impairments might reasonably need.

-