



# Equality & health analysis for the proposed closure of Townsend Primary School

*February 2023*

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## Guidance notes

### Things to remember:

Under the Public Sector Equality Duty (PSED) public authorities are required to have due regard to the aims of the general equality duty when making decisions and when setting policies. Understanding the affect of the council's policies and practices on people with different protected characteristics is an important part of complying with the general equality duty. Under the PSED the council must ensure that:

- *Decision-makers are aware of the general equality duty's requirements.*
- *The general equality duty is complied with before and at the time a particular policy is under consideration and when a decision is taken.*
- *They consciously consider the need to do the things set out in the aims of the general equality duty as an integral part of the decision-making process.*
- *They have sufficient information to understand the effects of the policy, or the way a function is carried out, on the aims set out in the general equality duty.*
- *They review policies or decisions, for example, if the make-up of service users changes, as the general equality duty is a continuing duty.*
- *They take responsibility for complying with the general equality duty in relation to all their relevant functions. Responsibility cannot be delegated to external organisations that are carrying out public functions on their behalf.*
- *They consciously consider the need to do the things set out in the aims of the general equality duty not only when a policy is developed and decided upon, but when it is being implemented.*

Best practice guidance from the Equality and Human Rights Commission recommends that public bodies

- *Consider all the [protected characteristics](#) and all aims of the general equality duty (apart from in relation to marriage and civil partnership, where only the discrimination aim applies).*
- *Use equality analysis to inform policy as it develops to avoid unnecessary additional activity.*
- *Focus on the understanding the effects of a policy on equality and any actions needed as a result, not the production of a document.*
- *Consider how the time and effort involved should relate to the importance of the policy to equality.*
- *Think about steps to advance equality and good relations as well as eliminate discrimination.*
- *Use good evidence. Where it isn't available, take steps to gather it (where practical and proportionate).*
- *Use insights from engagement with employees, service users and others can help provide evidence for equality analysis.*

Equality analysis should be referenced in community impact statements in Council reports. Community impact statements are a corporate requirement in all reports to the following meetings: the cabinet, individual decision makers, scrutiny, regulatory committees and community councils. Community impact statements enable decision makers to identify more easily how a decision might affect different communities in Southwark and to consider any implications for equality and diversity.

The public will be able to view and scrutinise any equality analysis undertaken. Equality analysis should therefore be written in a clear and transparent way using plain English. Equality analysis may be published under the council's publishing of equality information, or be present with divisional/departmental/ service business plans. These will be placed on the website for public view under the council's Publications Scheme.

Equality analysis should be reviewed after a sensible period of time to see if business needs have changed and/or if the effects that were expected have occurred. If not then you will need to consider amending your policy accordingly. This does not mean repeating the equality analysis, but using the experience gained through implementation to check the findings and to make any necessary adjustments.

Engagement with the community is recommended as part of the development of equality analysis. The council's Community Engagement Division and critical friend, the Forum for Equality and Human Rights in Southwark can assist with this (see section below on community engagement and [www.southwarkadvice.org.uk](http://www.southwarkadvice.org.uk)).

Whilst the equality analysis is being considered, Southwark Council recommends considering health and wellbeing implications, as health and health inequalities are strongly influenced by the environment we live and work in. As a major provider of services to Southwark residents, the council has a legal duty to reduce health inequalities and this is reflected in its values and aims. For this reason, the council recommends considering health & wellbeing impacts in all equality analyses, not forgetting to include identified potential mitigating actions.

## Section 1: Equality analysis details

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<b>Proposed decision to which this equality analysis relates</b>	Proposed closure of Townsend Primary School
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<b>Equality analysis author</b>	Ric Euteneuer, Principal Strategy Officer				
<b>Strategic Director:</b>	David Quirke-Thornton, Strategic Director				
<b>Department</b>	<i>Children's &amp; Adults' Services</i>	<b>Division</b>	Education		
<b>Period analysis undertaken</b>	February 2023				
<b>Date of review (if applicable)</b>	Not applicable				
<b>Sign-off</b>	Nina Dohel	<b>Position</b>	Director of Education	<b>Date</b>	25 <sup>th</sup> February 2023

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**Section 2:** Brief description of policy/decision/business plan

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**1.1 Brief description of decision**

The decision of whether to publish proposals to close Townsend Primary School from the 31st August 2023 onwards

**Section 3:** Overview of service users and key stakeholders consulted

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**2. Service users and stakeholders**

<b>Key users of the department or service</b>	School pupils School staff School teaching staff Local community
<b>Key stakeholders were/are involved in this decision</b>	School pupils School staff School teaching staff Local community All other schools/admission authorities in Southwark, governing bodies and academy trusts Neighbouring Councils (Lambeth, Tower Hamlets, Lewisham, Croydon, Wandsworth, and Westminster) All Southwark Councillors and MPs The SDBE and the Catholic Diocese Appropriate trade Unions

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## Section 4: Pre-implementation equality analysis

This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based and any mitigating actions to be taken.

The first column on the left is for societal and economic issues (discrimination, higher poverty levels) and the second column on the right for health issues, physical and mental. As the two aspects are heavily interrelated, it may not be practical to fill out both columns on all protected characteristics. The aim is, however, to ensure that health is given special consideration, as it is the council's declared intention to reduce health inequalities in the borough. The Public Health Team can assist with research and data.

<b>Age</b> - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).								
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>						<b>Potential health impacts (positive and negative)</b>		
There have been no differential impacts identified related to age – all primary schools that children are potentially transferring to are the same age range. In terms of the age range of staff, staff recruitment, redeployment and redundancy are not based on age.						There are no differential health impacts identified related to age		
<b>Equality information on which above analysis is based</b>						<b>Health data on which above analysis is based</b>		
The schools roll at the start of term consisted of 131 pupils, with less pupils in the lower year groups than higher year groups. This could have been an issue if there had been fewer vacancies in these year groups – the situation on the ground was that there were over 600 vacancies in all year groups in years R to 6 in the immediate locality, so age did not play a part in selection alternative provision for pupils.						Not applicable		
	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
	11	17	20	16	20	25	22	131
<b>Mitigating actions to be taken</b>								
None required								

<b>Disability</b> - A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
The closure and subsequent transfer arrangements operate irrespective of the disability status of the pupils or parent(s). Every effort will be made to accommodate children with disabilities at other schools pupils are allocated after the school closes.	As stated opposite, children with disabilities are prioritised above pupils admitted on distance – the policy states that, after Looked After Children and siblings, children with exceptional medical, social or psychological needs, where it is agreed by the Local

<p>Indeed children with disabilities are prioritised for the latter - the Council's admissions policy states that, after Looked After Children (LACs) and siblings, children with exceptional medical, social or psychological needs, where agreed by the Local Authority and the Head.</p> <p>These can best be addressed at a particular school are prioritised. VA and Academy schools operating in the locality a similar policy, so the co-ordination role would follow a similar path irrespective of the status of the transferring school</p>	<p>Authority and the Headteacher that these can best be addressed at a particular school.</p>
<p><b>Equality information on which above analysis is based</b></p>	<p><b>Health data on which above analysis is based</b></p>
<p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-9602/CBP-9602.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9602/CBP-9602.pdf</a></p> <p>The latest estimates from the Family Resources Survey indicate that 14.6 million people in the UK had a disability in the 2020/21 financial year. This represents 22% of the total population. The prevalence of disability rises with age: in 2020/21 around 9% of children in the UK were disabled, compared to 21% of working age adults and 42% of adults over State Pension age. 1.2 million residents of London were estimated to be disabled. This was not broken down below sub regional geography, but this would equate to around 1,860 primary (4-11) aged children across primary schools in Southwark. The numbers of children attending Townsend who are disabled are not recorded but it is expected they will follow the national prevalence within Southwark. If disability includes children who have Special Educational Needs, then there are 4 children at the school (3.2%) with Education and Healthcare Plans (EHCP) and a further 29 (22.2%) who are "SEND Plus". All of these children have been supported throughout the transfer process and will continue to be supported at their new school from hereon in, or when they transfer there in September 2023.</p>	
<p><b>Mitigating actions to be taken</b></p>	
<p>None required</p>	

<p><b>Gender reassignment</b> - The process of transitioning from one gender to another.</p>	
<p><b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b></p> <p>Children are unlikely to be undergoing gender re-assignment at this age. Staff who were undergoing gender reassignment would not be discriminated in terms of redundancy or redeployment and their gender reassignment would not form part of a selection for work or redundancy.</p>	<p><b>Potential health impacts (positive and negative)</b></p> <p>This will not have a disproportionate affect on staff or pupils undergoing gender reassignment</p>
<p><b>Equality information on which above analysis is based.</b></p>	<p><b>Health data on which above analysis is based</b></p>
<p>When the GRA (Gender Recognition Act) - was passed by Parliament, government literature at the time estimated 6,000 "visible" transsexual people in the UK. These were people living fully in "opposite gender" role, pre and post-ops. This was therefore estimated to be 0.01% of the population or around one in 10,000 people. This was not broken down by sub national geography, but, applying this proportion</p>	

to Southwark, this would equate to around 30 “transgender” people in Southwark, across a range of ages. Since then, the (voluntary) question “*Is the gender you identify with the same as your sex registered at birth?*” was asked on the 2021 Census, and received a response that 0.5% of the (UK) population answered “No”. This was higher in England (0.6%) and London (0.9%) and Southwark (1.22%). However, a significant number of people completing the form did not answer this question, so these percentages would need to be scaled back.  
<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/genderidentity/bulletins/genderidentityenglandandwales/census2021>

**Mitigating actions to be taken**

None required

**Marriage and civil partnership** – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples and must be treated the same as married couples on a wide range of legal matters. **(Only to be considered in respect to the need to eliminate discrimination.)**

<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
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Marriage and civil partnership status would not be affected by the closure of the school, and would not disproportionately affect parents, carers, and staff of the school. Marital or civil partnership status do not form any part of the admission or recruitment process to schools, and someone’s marital or civil partnership status would not affect the admission of a child to any other primary school in Southwark or other London Boroughs.

No differential health impact on marital status has been identified.

<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>
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**Health data on which above analysis is based**

Data extracted from the Census 2011 shows that comparative data for Southwark, inner London, the whole of London and England at Census time; Southwark has a slightly lower percentage of residents who are married than Inner London, and lower than that as London as a whole, as well as England. For Civil partnerships, Southwark is higher than Inner London, London as a whole and England.

ONS statistics state that Marriage or civil partnered remained the most common legal partnership status in 2020, accounting for just over half (50.6%) of the population aged 16 years and over in England and Wales; this is similar to the figure for 2019, but lower than the proportion seen a decade ago. The majority (61.3%) of the population aged 16 years and over in England and Wales were living in a couple in 2020, including those in legally-registered partnerships and those cohabiting. Statistics from NOMIS show the following percentages by geography indicating Southwark’s married/civil partnership population is low compared to London and national averages



Location	% Population married
Southwark	26.9%
London	44.7%
England	40.0%

**Mitigating actions to be taken**

None required

**Pregnancy and maternity** - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the 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, and this includes treating a woman unfavourably because she is breastfeeding.

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
Pregnancy and maternity would not affect the parents, carers, as neither pregnancy nor maternity status form part of, or are disproportionately affected by the closure process. No negative or positive health or equality impacts have been identified	No differential health impact on marital status has been identified.
Equality information on which above analysis is based	Health data on which above analysis is based
Southwark's birth rate has declined in 2019, but the last comparative statistics published by ONS for London and England showed that Southwark has a lower level of births per 1000 women, and less births per woman than England and London overall. Southwark residents are having proportionately less children than in London or England. 2021 ONS birth figures are outlined below	
	<b>Southwark London England</b>
Live births	3,525 104,162 642,828
GFR*	50.9 60.1 55.8
TFR**	1.33 1.60 1.61
* General Fertility Rate (GFR) number of live births per 1,000 women aged 15-44	
** Total Fertility rate(TFR) number of live children that a group of women would bear if they experienced the age-specific fertility rates of the calendar year in question throughout their childbearing lifespan	
Mitigating actions to be taken	
None required	

**Race** - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
The school population and workforce are as diverse as the local population. Staff and pupils will most likely be transferred or redeployed to schools in the locality that are as diverse as Townsend Primary School so there will be no negative impact in terms of race.	There have been no differential health impacts identified related to race
Equality information on which above analysis is based	Health data on which above analysis is based

The ethnicity data overleaf comprises the ethnic breakdown of

- a) *The school and the borough primary schools from the Pupil Census 2022*
- b) *The ethnic breakdown of Southwark and London residents from the ONS Census 2021*

The ethnic breakdown from the ONS Census 2021 is not (yet) available by age group, as it is accepted that the school's and the primary population at large in Southwark population is considerably more diverse than that of the Southwark population as a whole. 92.7% of pupils attending the school are Non-White British, The largest single group across all ethnicities are Black African, comprising 27.3% of the school population and nearly double the local population percentage.

A table of the Southwark, London and school population broken down by ethnic group is given overleaf. Columns are

- a) *Southwark population as a whole*
- b) *London population as a whole*
- c) *Townsend pupil population*
- d) *Southwark primary pupil population*

And show the percentage of each ethnic group in each category. With only 131 pupils, it is hard to draw concrete conclusions as each child is around 0.8% of the school population,

<b>Ethnicity</b>	<b>Southwark</b>	<b>London</b>	<b>School</b>	<b>Southwark Primary</b>
Bangladeshi	1.8	2.5	6.3	2.2
Chinese	2.7	1.9	0.0	1.4
Indian	2.0	6.9	2.0	0.7
Pakistani	0.7	3.0	0.0	0.7
Other Asian	2.7	4.5	2.9	1.6
African	15.7	7.5	27.3	26.5
Caribbean	5.9	3.6	6.8	6.6
Other Black	3.5	1.5	14.6	5.8
Mixed – White/Asian	1.5	1.5	0.0	1.7
Mixed – White/African	1.2	0.9	1.0	2.2
Mixed – White/Caribbean	2.1	1.4	5.4	3.3
Other Mixed	2.4	2.0	5.9	6.7
White: British	35.5	37.9	7.3	22.6
White: Irish	2.0	1.8	0.0	0.5
White: Gypsy/Traveller	0.1	0.1	0.0	0.1
White: Roma	0.5	0.4	0.5	0.1
White: Other White	13.4	5.3	10.7	9.7
Other ethnic group: Arab	1.0	1.7	0.0	0.4
Any other ethnic group	5.3	4.6	8.8	7.2
<b>Non-White British Total</b>	<b>64.5</b>	<b>61.1</b>	<b>92.7</b>	<b>77.4</b>
<b>Non-White</b>	<b>51.5</b>	<b>54.5</b>	<b>81.5</b>	<b>68.0</b>

Additionally 56.9% of the school's pupil population have English as a first language, compared to Southwark's average (82.0%), London (78.8%). The surrounding schools have a similar race and language breakdown. On the basis that most of the "receiving schools" – were Townsend to close have similar language, race and ethnicity profile to

Townsend, there have not been any particular consequences for children with these protected characteristics identified as a consequence of the school closing. There is no specific provision currently made which will no longer be available, and no disproportionate impact on any group having to travel further as a result of the closure, as most children have been reaccommodated locally. The closure of the school will not have a differential effect on different ethnicities, as race or ethnicity forms no part of the selection process for places and the schools that lie in the vicinity of Townsend are generally of a similar ethnic make up as Townsend Primary School itself.

Unfortunately, as there is no ethnic breakdown of staff available, it has not proved possible to benchmark the school against the ethnic breakdown of the borough, but anecdotally, we are aware that the school is as diverse as the community it serves, and the closure of the school will not alter this, given that schools in the locality are as diverse as Townsend Primary School.

**Mitigating actions to be taken**

None required

**Religion and belief** - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Potential impacts (positive and negative) of proposed policy/decision/business plan**

The closure of Townsend will not significantly alter the balance of denominational/non-denominational education in terms of the balance of religious school places against non-religious, or between Roman Catholic and CE Education, as the school is non-denominational.

Presently the number of non-religious places available is 75% at reception, and 74% across all year groups. This is expected, with other changes in train, to decrease slightly to 73% denominational places in 2023/24 Children affected by the closure *may* choose a VA school with a religious basis, but of the 100 or so pupils affected, this is not likely to be a significant number of pupils and is unlikely to alter the balance between pupils attending religious/non-religious schools, or the balance between CE and RC education.

**Potential health impacts (positive and negative)**

There have been no differential health impacts identified related to religion or belief

Equality information on which above analysis is based			Health data on which above analysis is based		
The division of places by school denomination is as follows. The closure of Townsend Primary School will have a small (-1.1%) negative effect on the number non-denominational reception places available in Southwark. Overall, denominational places will fall by -1.0%.					
School type	Places Jan 23	Places Jan 24	School type	Places Jan 23	Places Jan 24
Community Schools	50.0%	48.9%	RC VA Schools	13.1%	13.1%
Foundation School	2.1%	2.0%	CE VA Schools	11.4%	10.7%
Academies	16.4%	16.5%	Free Schools	23.4%	25.4%
VA Schools	24.6%	23.8%			
In terms of existing and projected numbers, the projected numbers will remain similar to last year, with an easing of demand at denominational and C of E level. Numbers overall are projected to decline, so the demand will decrease proportionately.					
School type	Places Jan 23	Places Jan 24	School type	Places Jan 23	Places Jan 24
Community Schools	50.8%	49.8%	RC VA Schools	13.4%	13.3%
Foundation School	3.6%	3.5%	CE VA Schools	11.5%	11.4%
Academies	13.8%	13.8%	Free Schools	7.0%	8.1%
VA Schools	24.9%	24.7%			
<b>Mitigating actions to be taken</b>					
None required					
<b>Sex - A man or a woman.</b>					
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>			<b>Potential health impacts (positive and negative)</b>		
There will be zero impact on the gender balance as a result of the school closure, as all our primary schools are mixed gender, and the closure will not affect that balance.			There have been no differential health impacts identified related to sex		
<b>Equality information on which above analysis is based</b>			<b>Health data on which above analysis is based</b>		
Equality information on which above analysis is based The proportion of boys to girls in the school is 49:51 and in primary schools across Southwark are split 50%:50% by gender (Source: Pupil Census return 2022) - this matches the prevalence in the local population (Source ONS Census 2021).					
<b>Mitigating actions to be taken</b>					
None required					

<b>Sexual orientation</b> - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
There will be minimal impact on sexual orientation as a result of the school closure, as sexual orientation forms no part of <i>a) Selection of staff for roles in other schools</i> <i>b) Selection of pupils</i>	There have been no differential health impacts identified related to sexual orientation
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>
The 2021 Census that asked respondents to give their sexuality. 3.2% of respondents identified with an LGB+ orientation ("Gay or Lesbian", "Bisexual" or "Other sexual orientation"). In London, this was 4.2%, but in Southwark this figure was 8.1%, implying an LGB+ population of around 21,000 in the borough.	
<b>Mitigating actions to be taken</b>	
None required	

**Socio-economic disadvantage** – although the Equality Act 2010 does not include socio-economic status as one of the protected characteristics, Southwark Council recognises that this continues to be a major cause of inequality in the borough. Socio economic status is the measure of an area's, an individual's or family's economic and social position in relation to others, based on income, education, health, living conditions and occupation.

<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
There will be minimal impact on the local Socio-economic disadvantage because of the school closure, as the schools in the immediate locality are similarly disadvantaged – the school lies around the average for this As regards the school's staff, we would expect staff to find work in other Southwark schools of a similar type to Townsend Primary School.	There have been no differential health impacts identified related to religion or belief Socio-economic disadvantage
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>

The only measure for us that is freely available at a school level to compare socio-economic disadvantage is takeup of free school meals (FSM), which is used as a proxy for deprivation across education. As can be seen, Southwark is higher than the national and London average, and Townsend Primary School is higher than Southwark overall, but lower than the local average.

Area	Townsend	Southwark	Inner London	London	England
<b>FSM %</b>	42.3%	22.7%	22.0%	16.5%	15.7%

The 9 schools in the locality where the children will potentially attend are mainly of a similar or higher level of socio-economic disadvantage to Townsend, so the transfer of children (or indeed staff) to a different location will not have a discernable effect on this. Figures are given below

School	FSM%	School	FSM%
English Martyrs RC	39.1%	Robert Browning Primary	45.5%
Surrey Square Academy	54.3%	Boutcher C of E Primary	32.9%
Grange Primary	49.3%	Michael Faraday Primary	33.8%
ARK Globe Primary	54.1%	St Peter's CE Primary	48.7%
Victory Primary School	54.2%	Snowsfields Primary	42.9%
<b>Average</b>	<b>45.6%</b>		
<b>Mitigating actions to be taken</b>			
None required			
<b>Human Rights</b>			
There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour, Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol			
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>			
<p>The legislation has been updated to take account of the UK's agreement to the HRA They are now</p> <ul style="list-style-type: none"> <li>•Article 2: <i>Right to life</i></li> <li>•Article 3: <i>Freedom from torture and inhuman or degrading treatment</i></li> <li>•Article 4: <i>Freedom from slavery and forced labour</i></li> <li>•Article 5: <i>Right to liberty and security</i></li> <li>•Article 6: <i>Right to a fair trial</i></li> <li>•Article 7: <i>No punishment without law</i></li> <li>•Article 8: <i>Respect for your private and family life, home and correspondence</i></li> <li>•Article 9: <i>Freedom of thought, belief and religion</i></li> <li>•Article 10: <i>Freedom of expression</i></li> <li>•Article 11: <i>Freedom of assembly and association</i></li> <li>•Article 12: <i>Right to marry and start a family</i></li> <li>•Article 14: <i>Protection from discrimination in respect of these rights and freedoms</i></li> <li>•Protocol 1, Article 1: <i>Right to peaceful enjoyment of your property</i></li> <li>•Protocol 1, Article 2: <i>Right to education</i></li> <li>•Protocol 1, Article 3: <i>Right to participate in free elections</i></li> <li>•Protocol 13, Article 1: <i>Abolition of the death penalty</i></li> </ul> <p>Articles 1 and 13 of the ECHR do not feature in the Act. This is because, by creating the Human Rights Act, the UK has fulfilled these rights. For example, Article 1 says that states must secure the rights of the Convention in their own jurisdiction. The Human Rights Act is the main way of doing this for the UK. Article 13 makes sure that if people's rights are violated they are able to access effective remedy. This means they can take their case to court to seek a judgment. The Human Rights Act is designed to make sure this happens. The closure of Townsend Primary School could potentially affect Protocol 1, Article 2: Right to education, but the fact that the LA has sought and obtained alternative school places for all pupils displaced by this action means that this does not apply</p>			
<b>Information on which above analysis is based</b>			
The website below gives guidance to the 16 articles and individual details for each <a href="http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act">http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act</a>			
<b>Mitigating actions to be taken:</b> None required			

## Section 5: Further actions and objectives

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<b>5. Further actions</b>			
Based on the initial analysis above, please detail the key mitigating actions or the areas identified as requiring more detailed analysis.			
<b>Number</b>	<b>Description of issue</b>	<b>Action</b>	<b>Timeframe</b>
No equality issues have been identified, so <b>no</b> mitigations are required			

<b>5. Equality objectives (for business plans)</b>				
Based on the initial analysis above, please detail any equality objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan.				
<b>Objective and measure</b>	<b>Lead officer</b>	<b>Current performance (baseline)</b>	<b>Targets</b>	
			<b>Year 1</b>	<b>Year 2</b>
Not applicable, as this is not a business plan				

<b>5. Health objectives (for business plans)</b>				
Based on the initial analysis above, please detail any health objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan.				
<b>Objective and measure</b>	<b>Lead officer</b>	<b>Current performance (baseline)</b>	<b>Targets</b>	
			<b>Year 1</b>	<b>Year 2</b>
Not applicable, as this is not a business plan				

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