



EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes <input type="checkbox"/> X	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Date of Assessment: 15 th November 2014		Committee Report Number: 466-2014	
Title of document being assessed: School Estate Consultation Proposals			
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input checked="" type="checkbox"/> X		This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input type="checkbox"/>	
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.		<p>The proposal is seek permission to formally consult under the terms of the Schools(Consultation)(Scotland) Act 2010 to on certain proposals in relation to the school estate namely:</p> <ul style="list-style-type: none"> • Closure of Menzieshill HS with Menzieshill's current associated Dundee Primary Schools becoming associated with Harris Academy. Rosebank PS becoming an associated PS of Morgan Academy. The Angus and Perth and Kinross Primary Schools associated with Menzieshill HS would become associated schools of Baldragon Academy • The revision of the catchment areas for Sidlawview PS, Ardler PS, Downfield PS and Craigowl PS. • St Clements RC PS to become an associated PS of St Johns RC HS • The closure of St Luke's and St Matthew's PS and St Vincent's PS and the establishment of a new RC PS to be located on a new school campus setting with a relocated Longhaugh PS and Longhaugh NS 	
3. What is the intended outcome of this policy, procedure, strategy or practice?		Click The outcome of this procedure would be to take forward a positive consultation leading to a final decision being taken by Education Committee in May 2015.If the consultation is successful and approval is received to proceed, then the changes made in the school estate would bring educational benefits to the pupils in the schools involved in the changes as outlined in the main report	
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.		A report on the school estate in November 2014 (381-2014 refers) outlining these proposed changes and sought approval to bring formal proposals through this current report. Annual school estate reports have provided ongoing detail of developments in the totality of the estate	

	in the last 3 years
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No consultation has taken place to date with any protected characteristic communities, but the procedure seeks permission to consult with all parents, pupils staff and a wide range of other stakeholders as part of the process
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	We will be seeking a wide range of views as part of this procedure and as part of the process we will receive feedback from Education Scotland. All of the feedback is presented back to Education Committee and all stakeholders in a final consultation report.

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Race / Ethnic Minorities	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
People with a disability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring



<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>The proposals involve a significant number of young people in the city moving to brand new accommodation. The new accommodation will be fully DDA compliant.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>None</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>None</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>Not applicable</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>The procedure is to seek approval to consult. A full consultation report will be brought back to Education Committee in due course with the feedback from the consultation exercise</p>

Part 4: Contact Information

Name of Department or Partnership	Education
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Manager Responsible	Author Responsible
Name: Michael Wood	Name: Paul Clancy
Designation: Director of Education	Designation: Head of Education
Base: Dundee House	Base: Dundee House
Telephone: 01382 433071	Telephone: 01382 433088
Email: michael.wood@dundeecity.gov.uk	Email: paul.clancy@dundeecity.gov.uk

Signature of author of the policy:	Date: 15/11/2014
	
Signature of Director/Head of Service:	Date: 15/11/2014
	
Name of Director/Head of Service:	Michael Wood
Date of Next Policy Review:	