

Appendix 1
DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 12 November 2012	Title of document being assessed Report 445 - 2012 Menziesshill – New Primary School and Nursery School and Options for Menziesshill Community Centre
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	The proposal is to seek committee approval to enter into formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010 to build a 3 stream primary school to replace the current Hillside Primary School and Gowriehill Primary School. A new replacement facility for Menziesshill Nursery will also be included. There is ongoing consultation and an option appraisal to determine whether to refurbish the existing community centre or to replace it with a new build.
3) What is the intended outcome of this policy, procedure, strategy or practice?	The intended outcome will be a positive consultation process leading to committee approval to build the new school, nursery school and to determine the most effective way forward for the community centre and its facilities.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	A report (258-2012) was approved by committee in June 2012 to enter into informal consultation by seeking the views of staff, parents and the community for improvements to primary school and community facilities in the Menziesshill area. The report set out the options under consideration. The committee report on the School Estate report (254-2012) provided an update of the school estate in Dundee. It was the follow up to the School Estate report (539-2011).
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	During the period August to October 2012, there was informal consultation with each school community involving staff, pupils, parents and carers through Parent Councils; the Local Community Planning Partnership; the

	<p>local community; community centre users and key community stakeholders. The Director of Education attended a meeting of the Local Community Planning Partnership. The Head of Education (Primary) undertook a programmed series of meetings as part of the informal consultation process. This involved meetings with:</p> <ul style="list-style-type: none"> • a group of parents and carers from each establishment; and • staff associated with each establishment; and
<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Michael Wood, Director of Education Lina Waghorn, Head of Education Paul Clancy, Head of Education Janet Robertson, Head of Support Services</p> <p>Meetings to discuss the proposals and outcome of the informal consultation process: 15 October 2012 26 October 2012 5 November 2012</p>
<p>7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</p> <p>(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?)</p>	<p>The purpose of the report being presented is to seek committee approval to enter into formal consultation with staff, parents, pupils, the community and key stakeholders.</p>

Part 2

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
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>Yes.</p> <p>The current establishments of Gowriehill Primary, Hillside Primary and Menzieshill Nursery are older buildings and are not as access friendly as the proposed new build will be. The new build projects will have lift access if they design requires the building to be two or more storeys in height.</p> <p>The new build will have provision for pre-school, after school and out of school care. The existing schools do not provide a service and pupils attend one in Menzieshill Community Centre. One service in the new building could be used by more pupils and enable parents and carers to seek employment knowing that their children were being cared for before / after school and during the school holidays.</p> <p>There are traffic management issues in the area around Hillside Primary School – this would be resolved in the new build environs.</p> <p>In the same way, a new build community centre could be designed to be fully compliant in relation to accessibility.</p>
<p>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No. It is clear that the schools and pre-school centre will retain their own identity within the proposed campus arrangement.</p> <p>The community centre (refurbished or new) will be built in a separate location.</p>
<p>3) What action is proposed to overcome any negative impacts? 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>No. Hillside Primary School has a current roll of 295 pupils from P1 to P7 and this includes a number of pupils in the school's Enhanced Provision unit. Hillside Primary School has an occupancy rate of 80% but Gowriehill Primary has an occupancy rate only 32%. In terms of travel distances from home to the location of the proposed new site schools, the Council's Geographical Information System (GIS) identifies that 82% of the total primary pupil population for Hillside Primary and Gowriehill Primary Schools live within 0-1 miles of the proposed new site area.</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? (If the policy that shows actual or potential unlawful discrimination you must</p>	<p>If yes please give further details</p>

stop and seek legal advice)	
5) Has a 'Full' Equality Impact Assessment been recommended? (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 Champion.	No
6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.	The proposal is to seek approval for formal consultation and report back to committee (Education and Policy and Resources) on the outcome of the consultation so that a final decision on the proposal can be made.

Part 4



Name of Department or Partnership: Department of Education and Department of Leisure and Communities

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 checked="" type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
Name Michael Wood	Name Michael Wood
Designation Director of Education	Designation Director of Education
Base Dundee House	Base Dundee House
Telephone 433701	Telephone 433071
Email michael.wood@dundeecity.gov.uk	Email michael.wood@dundeecity.gov.uk

Signature of author of the policy:		Date 15 November 2012
Signature of Director/Head of Service area:		Date 15 November 2012
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		