

## DUNDEE CITY COUNCIL

### Equality and Diversity Rapid Impact Assessment Tool

#### Part 1

Date of assessment <b>12 November 2012</b>	Title of document being assessed <b>Report 446–2012</b>  <b>New School Build Programme in the Strathmartine Area to Include Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School</b>
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 community campus on the site of the existing Baldragon Academy on a phased basis to include Baldragon Academy, Sidlaw View Primary School and Jessie Porter Nursery School. Given that Baldragon Academy will be located within the present site area, it is not necessary to enter into formal consultation although consultation with staff, parents and pupils will continue to take place.
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 secondary school, primary school and nursery school.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	An agenda note was approved by committee in June 2012 to seek funding from the Scottish Futures Trust (SFT) to build a shared campus community comprising Baldragon Academy, Sidlaw View Primary and Jessie Porter Nursery.  In the event, SFT funding was secured for Baldragon Academy alone. Capital funding was identified to enable the plans to build a new Sidlaw View Primary and Jessie Porter Nursery in an area beside the new secondary school. (precise location to be agreed)  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)

<p>5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.</p>	<p>During the period August to October 2012, there was informal consultation with each school and nursery community involving staff, pupils, parents and carers through Parent Councils; the Local Community Planning Partnership and the local community. The Head of Education (Secondary) undertook a programmed series of meetings as part of the informal consultation process. This involved meetings with:</p> <ul style="list-style-type: none"> <li>• a group of parents and carers from each establishment;</li> <li>• staff associated with each establishment; and</li> <li>• the Local Community Planning Partnership.</li> </ul>
<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.

	<b>Positively</b>	<b>Negatively</b>	<b>No Impact</b>	<b>Not Known</b>
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) <b>Have any positive impacts been identified?</b> (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 Baldragon Academy, Sidlaw View Primary and Jessie Porter 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 the design requires the building to be two or more storeys in height.</p> <p>The new build for Sidlaw View Primary and Jessie Porter Nursery will have provision for pre-school, after school and out of school care. The 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>2) <b>Have any negative impacts been identified?</b> (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 nursery school will retain their own identity within the proposed campus arrangement.</p>
<p>3) <b>What action is proposed to overcome any negative impacts?</b> 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. Experience based on existing campus sites will be taken into account if the consultation is successful and the final committee decision is to build the new campus arrangement.</p>
<p>4) <b>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?</b> (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>If yes please give further details</p>
<p>5) <b>Has a 'Full' Equality Impact Assessment been recommended?</b> (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.</p>	<p>No</p>
<p>6) <b>How will the policy be monitored?</b> (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</p>	<p>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 proposals can be made.</p>

**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**

<b>Manager Responsible</b>		<b>Author Responsible</b>	
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: