

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 16 August 2010	Title of document being assessed Permanent Relocation of Eastern Primary School to the old Grove Academy Building (to be known as Eastern Primary School).
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.	<p>The proposal is to permanently relocate Eastern Primary School to the old Grove Academy building.</p> <p>In addition, a cohort of approximately 45 other Education Department staff will be located within this building. This move would take effect from August, 2011.</p>
3) What is the intended outcome of this policy, procedure, strategy or practice?	<p>The intended outcomes:</p> <ul style="list-style-type: none"> • create an all-through campus (3-18) which will allow a more coherent, co-ordinated approach at transition stages such as nursery into primary 1 and primary 7 into secondary 1. • joint planning by teachers and support staff across sectors, leading to an imaginative, creative and coherent learning and teaching experience. • draw upon specialist expertise in early years/primary/secondary to support work in the different sectors • nursery accommodation which is more spacious and will incorporate a dedicated entrance, with more spacious outdoor play facilities. • closer links are established at times of transition, specifically as pupils from Eastern Primary move to Grove Academy, particularly for children with additional

	<p>support needs</p> <ul style="list-style-type: none"> • opportunities for different sectors to access specialist facilities eg science labs, library, community/PE facilities (Centenary Hall) • larger classrooms, including access to ample breakout areas • enhanced accommodation for small group provision for young people, including those on the autistic spectrum • improved disabled access at the Grove building, including an internal lift • more opportunities for Grove Academy pupils to work in a peer support role with primary pupils, including work shadowing opportunities for older Grove pupils who may be interested in a teaching career
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<p>Standards in Scotland School Act 2000 Additional Support for Learning Act 2004/09 Disability Discrimination Act 2005 Schools Consultation (Scotland) Act 2010</p>
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	<p>Extensive consultation has taken place where individuals from protected groups have had an opportunity to express their views. As evidenced with list below:</p> <ul style="list-style-type: none"> • Broughty Ferry Community Council • Broughty Ferry Local Community Planning Partnership • Dundee Leisure • Broughty Ferry Education and Recreation (BERA) • those in the surrounding neighbourhood/wider community • Head Teachers • parents • individual members of staff • pupils
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	<ul style="list-style-type: none"> • Jim Collins, Director of Education • Lina Waghorn, Head of Primary and Early Years • Avril Barnett, Primary Education Manager • Derek Currie, Property Services Co-ordinator • Neil Gellatly, Head of Transportation
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a	<p>There is no indication that further consultation or evidence is required.</p>

community is not known what will you do to gather the information needed and when will you do this?)	
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Part 2

Which groups of the population 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

	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<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>If yes please give further details</p> <p>Postive impacts identified are:</p> <ul style="list-style-type: none"> • much improved disability access, including an internal lift for pupils staff and parents • enhanced accommodation for small group provision for young people, including those on the autistic spectrum • direct entry for small group provision • increased space and flexibility for small group provision which will contribute to reducing the noise levels and consequent stress for the pupils • increased outdoor area for nursery children • direct entry for nursery children • increased classroom size creating an improved learning environment for all pupils • opportunities to access and share facilities within Grove Academy • opportunities to reduce barriers associated with transition • greater interaction with senior pupils from Grove Academy
<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>If yes please give further details</p> <p>None identified</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p> <p>Not applicable</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 seek legal advice)</p>	<p>If yes please give further details</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 communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>No</p>

Part 4

Name of Department or Partnership Education Department

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input checked="" type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
Name Jim Collins	Name Avril Barnett
Designation Director of Education	Designation Primary Education Manager
Base Floor 8, Tayside House	Base Floor 8, Tayside House
Telephone 01382 433088	Telephone 01382 433416

Email	Email
Jim.Collins@dundeecity.gov.uk	Avril.Barnett@dundeecity.gov.uk

Signature of author of the policy:	Date
Signature of Director / Head of Service area:	Date
Name of Director / Head of Service:	
Date of next policy review:	