

## DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment ToolPart 1

Date of assessment <b>08.02.2011</b>	Title of document being assessed <b>West End Area New Primary School</b>
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) Yes	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.	This report recommends the approval of a tender to build a replacement for St. Joseph's and Park Place Primary Schools and Park Place Nursery School.
3) What is the intended outcome of this policy, procedure, strategy or practice?	Improved education environment and community facilities
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Disability Discrimination Act; Current Building Regulations and Standards
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Statutory consultations were held with education stakeholders prior to approval to build a new school by Education Committee 11th May 2009. Presentation of proposals to West End Local Community Planning Partnership February 2010 and Public Exhibition of architects drawings April 2010.
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Gillian Ross Pond - Capital Projects Director
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?)	No

## **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"/>	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	X	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	X

### Part 3

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)	Religion or Belief - providing a dedicated resource facility for use by St. Joseph's staff and pupils for religious studies.  Disability - The new school building will comply with current DDA requirements and will be barrier free.
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.)	None
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	N/A
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)	N/A
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.	No
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.	It is intended that a post occupancy evaluation will be carried out once the schools are operational

**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	X
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

**Contact Information**

<b>Manager Responsible</b>	<b>Author Responsible</b>
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Signature of author of the policy:



Date 19.4.11

Signature of Director / Head of Service area:



Date 19.4.11

Name of Director / Head of Service:

Jim Collins, Director of Education

Date of next policy review: