

# EQUALITY IMPACT ASSESSMENT

## SCREENING DOCUMENT

**Name of Proposal**

Arbroath Schools Project (Phases 2 and 3A) – Proposal to  
create Arbroath North Campus

**Lead Department/Service**

Children and Learning

What is the aim of the proposal?

Angus Council is proposing, subject to the outcome of the consultation process to establish a shared campus accommodating Hayshead Primary School, the relocation of St Thomas RC Primary School and an Early Years facility within a new building on the existing Hayshead site. The individual school identities will remain.

Is this a new or a review of an existing policy, procedure, function or report?

Revision / Development of previous report

### Screening Process

1. Has the proposal already been assessed for its impact on age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? **If yes, go to 1 a. If no, go to 1 b.**

**1 a.** Unless there have been significant changes, no further action is required. **Please add your name, position and date below at 3.**

**1 b.** Does the proposal involve or have consequences for the people the council serves or employs? **If yes, go to 2. If no, go to 1 c.**

**1 c.** Please state why not

**The proposal is not relevant and no further action is required. Sign and date below at 3.**

**2.** Is the proposal relevant to one or more of the protected characteristics? **If yes, go to 2 a. If no, go to 2 b.**

**2 a. Proceed to Step 1 of the Full Equality Impact Assessment on page 2.**

**2 b.** Please state why not

**The proposal not relevant and no further action is required. Add your name, position and date below at 3.**

**3. Name:**

**Position:**

**Date:**

## FULL EQUALITY IMPACT ASSESSMENT

### Step 1

Are there any statutory legal requirements affecting this proposal? If so please describe.

Full consultation on the proposal to create a shared campus facility for St Thomas and Hayshead Primary Schools has been carried out in accordance with Schools (Consultation) (Scotland) Act 2010. Should the projects proceed following consultation, all proposed buildings will fully comply with the BS 8300 and the Equality Act 2010.

### Step 2

What data/research is available to assess the likely impact of the proposal?

Formal consultation events involving children, staff, and parent/carers of both schools have been completed and are summarised below.

Generally, children from both schools were in favour of the proposal of a shared campus. The children identified opportunities to:- create new friendships; have better and bigger resources; and the potential for new clubs as a result of a shared campus.

The children who were in favour of the schools remaining on separate sites expressed concerns over:- the need to share some resources; a greater likelihood for bullying; and the preference to remain in a small school.

Staff from Hayshead Primary School mostly had no preference, as they acknowledged that Hayshead would receive a new school building regardless of the outcome.

Staff who attended the St Thomas RC Primary School consultation event provided mixed opinions with the result fairly evenly split between 'in favour of a shared campus' and 'in favour of schools remaining on separate sites'. The staff not in favour of a shared campus cited reasons such as loss of identity or ethos, unknown aspects of maintaining separate identities, and potential timetabling issues over shared spaces.

Following the consultation period and as part of an Education Scotland Focus Group, the St Thomas teachers have subsequently identified they are all in support of staying on a separate site. Concerns raised included loss of school identity and its future viability together with transition arrangements between early years and P1. The Head Teacher, Depute Head Teacher and support staff were not part of the Education Scotland Focus Group.

The public who attended the Hayshead event were generally 'in favour of a shared campus'. The respondents with a preference for the schools remaining on separate sites made comments relating to the overall size of the school and the fact that the schools differ due to one being denominational.

The public who attended the St Thomas event were mostly 'in favour of schools remaining on separate sites'. The respondents who were in favour of the schools remaining on separate sites were particularly concerned about a loss of identity and the imbalance of the two schools sharing the campus. The St Thomas Sports day attendees provided a contrasting outcome to that of the St Thomas public event, with the majority being 'in favour of the shared campus'.

The online questionnaire resulted in the majority of those who answered the question being 'in favour of schools remaining on separate sites'. The respondents who were in favour of the schools remaining on separate sites again provided reasons based on the potential loss of identity to St Thomas RC Primary School. Comments were also made highlighting issues relating to the imbalance of the size of the two schools within the campus.

**Step 3**

Is there any reason to believe the proposal could affect people differently due to their protected characteristic ie age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? Please **place a cross** in each box that applies, and give details alongside.

Age	<input checked="" type="checkbox"/> Potential increased opportunities for pupils and community within new buildings
Disability	<input checked="" type="checkbox"/> Increased compliance with Equality Act 2010
Gender	<input type="checkbox"/> _____
Gender Re-assignment	<input checked="" type="checkbox"/> Potential to develop appropriate facilities for transgender pupils
Pregnancy/maternity	<input type="checkbox"/> _____
Marriage and civil Partnership	<input type="checkbox"/> _____
Race	<input type="checkbox"/> _____
Religion and belief	<input checked="" type="checkbox"/> Shared campus concept involves denominational and non-denominational school using the same campus building and sharing facilities
Sexual orientation	<input type="checkbox"/> _____

**Step 4**

Is there evidence to suggest that any part of the proposal could unlawfully discriminate against people? If so, how?

N/A

**Step 5**

Can the proposal be seen to favour one section of the community

Yes  No

or deny opportunities to another?

Yes  No

If yes, please give details.

N/A

**Step 6**

Does the proposal advance or restrict equality?

Yes  No

If yes, give details

Should the consultation process lead to the creation of a new shared campus facility, any new buildings will be fully accessible with full compliance of BS 8300 - Design of buildings and their approaches to meet the needs of disabled people.

A new shared campus model will allow for areas of the campus designed specifically for children with additional support needs to be fully integrated within the design of the facility. It will promote collaborative planning and delivery through enhanced partnership working to ensure effective transition arrangements are in place to support all children at key points. The campus will also be designed to enable different models of Early Years provision to be offered and accessed by families.

A new shared campus has the opportunity to increase links between denominational and non-denominational schools. The building will be designed to ensure the individual school identities, ethos and religious aspects will remain distinct. Both schools will have their own teaching spaces and shared ancillary spaces including halls and general purpose rooms.

There have been concerns raised by some stakeholders during the consultation process that St Thomas RC Primary School may be affected by a loss of identity or ethos should the shared campus progress. Should the proposal proceed, further engagement will be undertaken with key stakeholders to address concerns, and to identify how the shared facility could be managed and operated to promote equality between the two schools, and maintain the individual identities.

**Step 7**

Are there any other actions which could have been taken to enhance equality of opportunity?  
If so please state

N/A

**Step 8**

Based on the work you have done, rate the level of relevance being allocated to this proposal.

High  Medium  Low  Unknown

**Step 9**

If during **Steps 3 - 6** there has been an adverse impact identified, consider whether this can be justified.

Yes  No

If yes please give details.

N/A

If no, consider alternative ways of delivering the proposal to minimise negative impact or eliminate unlawful discrimination. Give details of the changes to be made to the proposal.

Should the campus progress, further engagement will be undertaken with key stakeholders to address concerns, and to identify how the shared facility could be managed and operated to promote equality between the two schools.

**Step 10**

Do you need to carry out a further impact assessment?

Yes  No

If yes, what actions do you need to take?

N/A

**Step 11**

Make arrangements to monitor and review the impact assessment.

The Equality Impact Assessment will be reviewed following the committee decision and any further engagement with stakeholders. It will be updated if there have been any significant changes.

**Step 12**

Publish impact assessment.

Where will the Equality Impact Assessment be published?

The assessment will be available as an appendix to the Committee Report relating to the Arbroath North Campus Consultation.

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Please state your name, position and date, and forward this pro forma either to your designated Equality Impact Assessment Co-ordinator, or if it refers to a committee report, it should be forwarded with the report to committee services.

**Name:**

**Eileen Dix**

**Position:**

**Project Manager**

**Date:**

**28 September 2017**

**For additional information and advice please contact:**  
the Equalities Officer - Tel: 01307 476058 or E-mail: [Equalities@angus.gov.uk](mailto:Equalities@angus.gov.uk)