

EQUALITY IMPACT ASSESSMENT

SCREENING DOCUMENT

Name of Proposal

Planning Application to close Whitehills Primary School Gates
at certain times during the school day

Lead Department/Service

Schools & Learning

What is the aim of the proposal?

A planning application has been submitted to allow the school gates at Whitehills Primary School to be closed at the start and end of the school day. This follows safety concerns raised by parents/carers and school staff due to the volume of vehicles entering the school car park

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

This is a change to an existing planning condition.

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: Stuart Gray

Position: Team Leader – School Operations

Date: 24th February 2020

FULL EQUALITY IMPACT ASSESSMENT

Step 1

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

Angus Council has a responsibility outlined in the 2010 Equalities Act to make reasonable adjustments for individuals with disabilities. In addition best practice dictates that reasonable adjustments should address potential negative impacts identified for other protected characteristics

Step 2

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

The proposal follows a number of near misses, complaints from parents and carers and a request from the school's Parent Partnership.

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"/>	Older people may need access to the car park to limit walking distance
Disability	<input checked="" type="checkbox"/>	All blue badge holders will require access to school car park
Gender	<input type="checkbox"/>	_____
Gender Re-assignment	<input type="checkbox"/>	_____
Pregnancy/maternity	<input checked="" type="checkbox"/>	Pregnant women may need access to the car park to limit walking distance
Marriage and civil Partnership	<input type="checkbox"/>	_____
Race	<input type="checkbox"/>	_____
Religion and belief	<input type="checkbox"/>	_____
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?

NO

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.

Those who do not qualify will not be able to park in the car park.

Step 6

Does the proposal advance or restrict equality?

Yes No

If yes, give details

Neither. The proposal takes into account all of the relevant protected characteristics.

Step 7

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

If so please state

If anyone feels they would qualify for access to the car park then they would be able to apply to the school for an access flash card. These may be time limited depending on the condition, for example pregnancy.

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.

Those who do not fall into a protected characteristic grouping will not have access to the car park. This is justified as they have the ability to walk from a further safe parking area.

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.

Step 10

Do you need to carry out a further impact assessment?

Yes No

If yes, what actions do you need to take?

Step 11

Make arrangements to monitor and review the impact assessment.

Plan to review within one year of the application being successful.

Step 12

Publish impact assessment.

Where will the Equality Impact Assessment be published?

Angus Council website.

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: Stuart Gray

Position: Team Leader – School Operations

Date: 24th February 2020

For additional information and advice please contact:
the Equalities Officer - Tel: 01307 476058 or E-mail: Equalities@angus.gov.uk