

EQUALITY IMPACT ASSESSMENT

SCREENING DOCUMENT

Name of Proposal

Angus Schools for the Future – Programme Update

Lead Department/Service

Education and Lifelong Learning

What is the aim of the proposal?

This report provides a progress update for the Angus Schools for the Future programme. The programme was previously agreed by Angus Council on 30 January 2018.

The report notes the current status of the Arbroath Schools and Brechin Rural Schools projects.

The report updates on the previously approved Options Appraisal for the Monifieth learning estate and seeks approval for the identification of a replacement Monifieth High School as the council's current priority project. The report notes the consideration of several options for Monifieth High School including a refurbishment / extension, a standalone secondary school and the possibility of an all-through school including provision for Grange Primary. Following consideration of the options the report seeks approval to proceed on the basis of a standalone secondary school. The report seeks approval to reprioritise Grange Primary School to Phase 3 (2023-28) of Angus Schools for the Future due to its current condition and suitability in comparison to other buildings within the school estate. The report also sets out the current positions for Liff and Mattocks primary schools.

The report also recommends an amendment to the scope of the existing priority project to review the Arbroath secondary school provision. While previously exploring the possibility of a single secondary school in the town, approval is being sought to progress with an innovative campus approach which retains both existing sites.

Finally, the report seeks an extension to the timescale for the previously agreed priority project in Montrose.

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

Review

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.

Duty of Education Authorities to secure provision of education: <https://www.legislation.gov.uk/ukpga/1980/44>
School Premises (General Requirements and Standards) (Scotland) Regulations 1967
https://www.legislation.gov.uk/uksi/1967/1199/pdfs/uksi_19671199_en.pdf
Schools (Consultation) (Scotland) Act 2010: <https://www.legislation.gov.uk/asp/2010/2/contents>

Step 2

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

Existing Angus Schools for the Future programme documentation:
https://www.angus.gov.uk/schools_and_young_people/school_buildings/angus_schools_for_the_future
Scotland's Learning Estate Strategy: <https://www.gov.scot/publications/scotlands-learning-estate-strategy-connecting-people-places-learning/>
School Estates – Core Facts Overview: <https://www.gov.scot/publications/overview-core-facts-publication/>
School estates dataset: <https://www.gov.scot/publications/school-estates-statistics/>

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"/>	Children and young people.	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	The proposals for the Angus learning estate may affect people with additional support needs who attend any our schools. For example, a new Monifieth High School will improve opportunities for accessibility in comparison to the current building.	
Gender	<input type="checkbox"/>		
Gender Re-assignment	<input checked="" type="checkbox"/>	A new Monifieth High School can consider the design and provision of toilets to promote equality. This will be developed as the project requirements are determined.	
Pregnancy/maternity	<input type="checkbox"/>		
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?

There is no evidence of this.

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.

Arbroath Schools

No impact

Brechin Rural Schools

No impact

Monifieth Options

The proposal to identify Monifieth High School as the priority project is considered neutral at this time. Young people, including those with additional support needs, are already accessing the services they are entitled to through the existing school. As the project scope develops we will take forward consultation on the requirements for a new school. Equalities considerations will be part of this process.

The recommendation to re-prioritise Grange could be seen to disadvantage children attending Grange Primary School, including those with additional support needs. However, while the recommendation does delay potential works at the school, there is no negative impact to children already attending the school:

- While there is outstanding maintenance, the school remains rated 'B' for both condition and suitability. This is acceptable within the terms of the Scottish Learning Estate Strategy. Many other schools in Angus have the same grading.
- There is no detriment to children with additional support needs who attend Grange. There is an established ASN base at the school.
- Learning and teaching at Grange Primary has recently been evaluated by Education Scotland as 'Excellent' (January 2020) (<https://education.gov.scot/media/t0cckfpe/grangepscncins210120.pdf>)
- Grange remains within the wider Schools for the Future programme and will be reviewed alongside schools of a similar status later in the programme.

The options for Mattocks and Liff are considered neutral at this time, until further work is done to develop proposals.

Arbroath Secondary Schools

Until work progresses to develop proposals, this element of the programme remains neutral. No formal decisions had been made regarding a single campus and the amended scope does not disadvantage any protected groups. We will take forward consultation on proposals and consider all equalities impacts.

Reimagining Montrose

Until work progresses to develop proposals, this element of the programme remains neutral. No formal proposals have yet been brought forward for the Montrose learning estate. The learning town concept will allow for engagement with a range of community partners and will offer opportunities to consider equalities as the plans develop.

Step 6

Does the proposal advance or restrict equality?

Yes No

If yes, give details

Step 7

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

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.

As set out above, the proposal is to review Grange at a later point in the programme rather than not do it at all. The delay is considered acceptable in terms of the overall programme.

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.

Step 12

Publish impact assessment.

Where will the Equality Impact Assessment be published?

With the committee report on the 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: Beth Reader

Position: Manager – Support Services

Date: 10 December 2020

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