

## EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
0.1	31 August 2020	Anna Zadka-Labus	Initial draft submitted to Monitoring Officers
0.1.1	1 September 2020	Anna Zadka-Labus	Incorporated comments from Area Manager

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).

Service	Education & Children’s Services
Section	Learning Estates
Title of the activity etc.	Statutory consultation regarding the relocation of Peterhead Academy to the Kinmundy site
Aims and desired outcomes of the activity	Education & Children Services are entering into a statutory consultation regarding the relocation of Peterhead Academy to a new Peterhead Community Campus
Author(s) & Title(s)	Rachael Goldring, Learning Estates Team Leader

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.

Evidence	What does it say?	What does it mean?

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<u>Internal data</u>		
Core Facts: Condition and Suitability Assessment	Current Peterhead Academy building is scored C for both, condition and suitability	New Campus will provide opportunity to improve condition and suitability of secondary education provision for children in Peterhead cluster
2019 School Roll Forecasts	The school roll will increase from 1142 in 2019 to 1292 in 2025	Importance of monitoring school roll forecasts and liaising with design colleagues to ensure that the design is flexible to support possible increase of the roll in the future
Aberdeenshire Council Secondary Design Brief	Good practice from other projects and new builds within the learning estate	Importance of location a new Community Campus close to the communities
Accessibility Policy	Improved access to curriculum, information and environment to ensure that children and young people are included, engaged and involved in education	Opportunity to provide a high-quality learning and teaching environment offering greater flexibility for all school activities
Accessibility Brief	Puts disability equality at the heart of practices and improved accessibility and facilities for pupils, parents, staff and the community	Opportunity to provide a welcoming and open environment for the community and disabled people
Local Development Plan and Housing Land Audit Data	Number of approved housing units within the current Peterhead Academy catchment area expected to be built within next 5 years is 692	The LDP contains vital information regarding future planned housing for Peterhead catchment area. This along with SRF's allow officers to formulate proposed changes to catchment areas
Peterhead Town Centre Survey	The largest area of impact would be the lunchtime economy with a small impact to the non-food/retail offering.	Relocation of Peterhead Academy should not prevent the Peterhead town centre local economies from the sustainable development

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<p><u>Internal consultation with staff and other services affected</u></p> <p>Feedback from officers and Buchan Area Committee members</p> <p>Dialogue with school Management and staff including all Peterhead Cluster Head Teachers held periodically from 2016</p> <p>Consultation with Education and Children's Services Management Team, Property and Facilities Management colleagues</p>	<p>Visits were carried out to other campuses across Aberdeenshire and beyond which allowed understanding of the scope of new designs</p> <p>Challenges with the current building</p> <p>Challenges with the current building</p>	<p>Importance of elements of the secondary design brief</p> <p>Opportunity to improve condition and suitability of secondary education provision for children in Peterhead cluster</p> <p>Opportunity to improve condition and suitability of secondary education provision for children in Peterhead cluster</p>
<p><u>External consultation</u></p> <p>Engagement with stakeholders and public meetings undertaken periodically from 2016 and public engagement events held in 2019</p> <p>Feedback from an online survey regarding the proposed replacement of Peterhead Academy at Kinmundy</p>	<p>Challenges with the current building</p> <p>Importance of location for provision to remain close to the communities served</p> <p>Challenges with the current building</p> <p>Importance of location for provision to remain close to the communities served</p> <p>62% voters supported Kinmundy site, 18% voted for the current site and 20% for both sites</p>	<p>New Community Campus will provide opportunity to improve condition and suitability of secondary education provision at Peterhead Cluster</p> <p>Opportunity to improve condition and suitability of secondary education provision for children in Peterhead cluster</p> <p>Opportunity to provide improved accessibility and facilities for pupils, staff, parents and the school community</p>
<p><u>External data</u></p> <p>Town Centre and Socio-Economic Impact Assessment</p>	<p>A number of minor socio-economic impacts have been identified through the assessment, though the benefits of the new campus should outweigh them.</p>	<p>Any disadvantages can be mitigated through long-term planning, reshaping the town centre and rethinking opportunities, recapturing town centre spending and supporting the community during transition.</p>
<p>Other (general information as appropriate).</p>		

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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Information gaps were filled in through feedback received from parents, pupils, community groups, staff and stakeholders during the statutory consultation period which ran from 14 October until 13 December 2019.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	Regular communication and engagement both pre and post consultation to ensure that all stakeholders are involved and kept informed.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
New modern Community Campus will provide the opportunity for all learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence. All pupils will benefit from a high quality fully accessible learning environment offering greater flexibility for all school activities.

Stage 7a:				
Are there potential impacts on protected groups?				
The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.				
Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown

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Age – Younger/Older	Yes			
Age - Older			Yes	
Disability	Yes			
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Sex			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

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Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g. access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> <li>• Unemployed</li> <li>• Single parents and vulnerable families</li> <li>• People on benefits</li> <li>• Those involved in the criminal justice system</li> <li>• People in the most deprived communities</li> <li>• People who live in rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Carers including young carers</li> <li>• Veterans</li> <li>• Students</li> <li>• Single adult households</li> <li>• People who have experienced the asylum system</li> </ul>	<ul style="list-style-type: none"> <li>• Those leaving the care setting including children and young people and those with illness</li> <li>• Homeless people</li> <li>• People with low literacy/numeracy</li> <li>• People with lower educational qualifications</li> <li>• People in low paid work</li> <li>• People with one or more protected characteristic</li> </ul>
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Please complete by inserting “yes” in the applicable box/boxes below.

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Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			Yes	
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future			Yes	
Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies			Yes	
Place: Area deprivation – where you live, where you work			Yes	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income , educational achievement.	Yes			

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Stage 8: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	Opportunity to improve condition and suitability of secondary education provision for children in Peterhead cluster	Increased travelling times for some pupils attending the new campus, specially living in the most deprived areas
	Opportunity to provide a high quality learning and teaching environment offering greater flexibility for all school activities	There may be limited impact upon entitlement to school transport.
	Improved accessibility and facilities for pupils, staff, parents and the school community	
	Opportunity to provide a welcoming and open environment for the community and disabled people	
	Improved access to curriculum, information and environment to ensure that children and young people are included, engaged and involved in education	
	Decreased travelling times for some pupils attending the new campus	

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	Initial engagement took place with parents, pupils, staff and other community members through informal stakeholder engagement sessions from 2016. Further engagement events had place in February and March 2019 and a statutory consultation run from 14 October until 13 December 2019. Public meeting and pupil engagement were important stages of the statutory consultation. Wide consultation supported good relations with all identified groups and will allow the learning estate to meet the needs of Peterhead's communities.

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	Continued engagement with stakeholders regarding design and access to the campus	
	Engagement with Transportation colleagues	



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Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	<ul style="list-style-type: none"> <li>• Education Scotland involvement will ensure that all factors have been considered</li> <li>• All consultation responses will be carefully considered and any issues raised will be addressed in the final consultation report</li> <li>• Post Occupancy Evaluation process - pupil and staff feedback upon completion of the project to evaluate whether the school building adequately meets the needs of users</li> <li>• Care Inspectorate and HMIE inspection feedback</li> <li>• This EIA will form a part of a wider impact assessment for the whole campus as the project progresses</li> </ul>

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	N/A	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	Distance to the campus for some pupils living in the most deprived areas will increase. However, the distance involved indicates that this may not be a significant impact. Further work will be continued with Transport colleagues to consider possible mitigations.	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen
	N/A	

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.
<p>The replacement of Peterhead Academy will address issues relating to condition and suitability of the current building. The new Community Campus will be a fundamental change in secondary education delivered in Peterhead Cluster, ensuring holistic approach to more effective learning and teaching. Pupils will have better access to resources, will be taught in an environment more attractive to learners that inspires to engage with the curriculum.</p> <p>The consultation will identify further impacts.</p>

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Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	Education & Children's Services Learning Estates Team		
	2) Title of Policy/Activity	Statutory consultation regarding the relocation of Peterhead Academy to the Kinmundy Site		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Anna Zadka-Labus Position: Learning Estates Officer Date: 27 August 2020 Signature:	Name: Rachael Goldring Position: Learning Estates Team Leader Date: 27 August 2020 Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Craig Clement Position: Head of Resources and Performance Date: 27 August 2020	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee.			Date:
7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk			Date:	

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Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Consultation	14/10/19	13/12/19	Maxine Booth	Responses will need to be analysed and further report written	Learning Estates Team staff time
Public Meeting	12/11/19	12/11/19	Maxine Booth	Opportunity for stakeholders to engage in consultation process	Learning Estates Team staff time
Staff Engagement	November 2019	November 2019	Maxine Booth	Opportunity for staff at existing establishment to participate in consultation process	Learning Estates Team staff time
Pupil Engagement	November 2019	November 2019	Maxine Booth	Opportunities for pupils to participate in consultation process	Learning Estates Team staff time
Education Scotland Involvement	December 2019	January 2020	Maxine Booth	Feedback from Education Scotland will need to be incorporated into final consultation report	Learning Estates Team staff time
Final Consultation Report	15/09/20	15/09/20	Maxine Booth	Depends upon committee comments, recommendations and decision	Learning Estates Team staff time