

<b>AssessmentNo</b>	346	<b>Owner</b>	sjump	Appendix 5
<b>Resource</b>	Regeneration, Environment and Growth		<b>Service/Establishment</b>	Regeneration
	First Name	Surname	<b>Job title</b>	
<b>Head Officer</b>	Sharon	Jump	Capital Projects Manager	
	(include job titles/organisation)			
<b>Members</b>	Karen Docherty, ESO - School Estate Officer, Education, Learning & Attainment Alan Munro, Quality & Performance Officer, Education, Learning & Attainment Andrew Brown, Senior Education Officer, Education, Learning & Attainment Sharon Jump, Capital Projects Manager, Capital Investment Team			
	<i><b>(Please note: the word 'policy' is used as shorthand for strategy policy function or financial decision)</b></i>			
<b>Policy Title</b>	Faibley Campus Incorporating, Edinbarnet Primary, St Josephs Primary, Early Learning and Childcare Centre provision (Auchnacraig/Lennox), ASN provision (currently located at St Josephs Primary), Education Resource Centre, Community Library and Community space provision.			
	<b>The aim, objective, purpose and intended out come of policy</b>			
	Within the Learning Estate Strategy a priority Project has been identified to deliver a new Faibley Campus incorporating: • Edinbarnet P.S • St Joseph's P.S • Education Resource Centre (currently at Edinbarnet) • ELCC Provision (Auchnacraig/Lennox) • ASN Facility (currently at St Joseph's) • Community Library • Community space A site Options Appraisal has been developed to determine the most suitable site for the development of the Campus Project.			
	<b>Service/Partners/Stakeholders/service users involved in the development and/or implementation of policy.</b>			
	Local Faibley community Neighbouring businesses and land owners Local Community Council WDC Elected Members Learning Estate Project Board WDC Education, Learning & Attainment WDC Capital Investment Team WDC Procurement WDC Finance WDC Legal Services WDC Roads & Transportation Planning & Building Standards WDC Facilities Management WDC Asset Management WDC Leisure Trust Edinbarnet Primary School St Josephs Primary School Lennox Early Learning Centre Auchnacraig Early Learning and Childcare Centre Community Library Access Panel/WDC Equality Forum			
<b>Does the proposals involve the procurement of any goods or services?</b>			<b>Yes</b>	
<b>If yes please confirm that you have contacted our procurement services to discuss your requirements.</b>			<b>Yes</b>	
<b>SCREENING</b>				
<i><b>You must indicate if there is any relevance to the four areas</b></i>				
<b>Duty to eliminate discrimination (E), advance equal opportunities (A) or foster good relations (F)</b>			<b>Yes</b>	
<b>Relevance to Human Rights (HR)</b>			<b>Yes</b>	
<b>Relevance to Health Impacts (H)</b>			<b>Yes</b>	
<b>Relevance to Social Economic Impacts (SE)</b>			<b>Yes</b>	
<b>Who will be affected by this policy?</b>				
Existing facility is not fit for purpose. Provide enhanced modern facilities. Pupils (Edinbarnet				

Primary, St Josephs Primary, Auchnacraig ELCC, Lennox ELCC), teachers, staff and parents / carers. Library staff Skypoint tenants Skypoint staff Local businesses and neighbouring land owners. Wider School & ELCC Community Local Faifley community groups. Local Churches Community groups using primary school for lets Community groups using Skypoint for lets

**Who will be/has been involved in the consultation process?**

Part of schools Learning Estate Improvement Plan. Consultation carried out in conjunction with the submission of report to the Education Services Committee March 2020. During February 2021 virtual engagement sessions took place with the local community including all community groups to seek initial feedback on the proposal of a Campus provision located within one of the three existing sites. Four sessions were held, attended by a total of 25 participants. Comments were received in a number of areas: • Traffic management around the Skypoint site • Use of the facilities by community and sporting groups • Site adjacencies, and proximity to existing housing • What would happen to sites not being used in the future • The provision of space for ASN pupils • Proximity of the chosen site to the chapel • How accessible the community space and library would be to the community Focus Groups consultation/ engagement sessions and on-line surveys. Presentation to staff members of ELCC, schools and pupils. Future consultation: Statutory Consultation to commence once chosen site has been identified. All involved establishments - staff, pupils, parents and carers. Formal Planning consultation process and public meetings. Elected Members seminars. Essential consultation with the correct people - communication plans shall be generated and updated regularly and also progress shall be reported to the Learning Estate Project Board as the governance body. Where does this development differ from what was there before? - unique differentiators in the context of the protected characteristics to be considered. Consideration to be given at micro level to design the most appropriate consultation required - reflect the specific needs of the families and pupils. Important to document the detailed consultation at all steps in the process. Consultation shall be robust and relevant to this specific project. Seek views from pupils, staff and the local community as the design proposals develop.

**Please outline any particular need/barriers which equality groups may have in relation to this policy list evidence you are using to support this and whether there is any negative impact on particular groups.**

	<b>Needs</b>	<b>Evidence</b>	<b>Impact</b>
<b>Age</b>	Statutory requirement to deliver educational facilities for ASN, Primary and 1140hrs ELCC.	Design and construction of the campus. This is an early years and primary school campus	There will be a positive impact. Consider impact on ageing population dropping off and picking up children. Positive impact generated by shared provision and resource. Positive impact from a smoother transition between early years and Primary 1. Positive impact of utilising Community space within Campus provision for all users.
<b>Cross Cutting</b>	The design of the new facility will play it's part in effectively "closing the gap" in	Taken as a whole, the campus proposals shall produce a better	As well as educational, economic and environmental

	<p>attainment. Making sure those that need the support, get the support required. All the above protected characteristics cross cut to some extent and therefore they have been considered in the round. The location of the chosen site and access to Transport links require to be considered.</p>	<p>facility for all users as a result. Chosen site will provide suitable access to existing public transport links and footpath networks.</p>	<p>benefits there are a range of positive potential outcomes in terms of equality groups, the school community and relationships with neighbours. Campus provision provides accessibility both in terms of location and transport serving all groups within the Community.</p>
<p><b>Disability</b></p>	<p>Access and mobility considerations for visitors, staff and pupils. Toilets. BB93 - Acoustics - Ensuring compliance within the internal environment, with specific consideration to LCU. Accessible parking provision. Accommodating the spectrum of impairments including physical, visual and hearing. Changing facilities, specifically full service toilets and LCU.</p>	<p>Design and construction of the campus. Seek to verify the design is appropriate linked to the consultation process with groups such as the WDC Access Panel and the like. Compliance with Planning and Building standard guidance. eg <a href="https://www.gov.scot/publications/planning-circular-1-2020-changing-places-toilets-regulations/">https://www.gov.scot/publications/planning-circular-1-2020-changing-places-toilets-regulations/</a></p>	<p>There will be a positive impact. through the design and construction of Project. Recognising existing constraints within each of the sites and improving on these for future campus development. Once Design Team are appointed they will consider improvements from existing facilities which can be adopted in the delivery of the new facility such as providing lifts to access all areas of new facility and enhance the community access.</p>
<p><b>Social &amp; Economic Impact</b></p>	<p>Need to respond to WDC Strategic objectives. Positive Social and Economic impact generated for the local economy as a direct result of the project construction. Economic impact generated long term through attainment and contributions</p>	<p>Output from assessment tools demonstrating facts and figures.</p>	<p>Local Economic benefits - use of local suppliers, SMEs, local businesses, community groups Children enter society with positive attributes and capabilities.</p>

	made through the work of the school and pupils in their lives thereafter. 1 of 4 capacities in education. Effective contributors - children having an enterprising attitude. (successful learners, confident individuals, responsible citizens & effective contributors).		
<b>Sex</b>	<p>Toilet provision. Changing for PE occurs in the classrooms and pupils dignity is maintained by timing of changing. No separate changing facilities are briefed. WC cubicles and urinals for senior pupils.</p>	<p>Split male / female staff toilets. Balloch lessons learned requested to inform the Renton toilet provision. At Balloch male staff have opted to use the accessible toilets over the unisex provision. Demand for toilets whilst transitioning.</p>	<p>Positive impact anticipated as flexibility shall be provided through the toilet provision.</p>
<b>Gender Reassign</b>	<p>Toilet provision. Changing for PE occurs in the classrooms and pupils dignity is maintained by timing of changing . No separate changing facilities are briefed. WC cubicles and urinals for senior pupils. Toilet provision in relation to Gender reassignment to be considered to accommodate minor adjustments where required. Privacy, dignity and appropriate facilities.</p>	<p>Refer to current national guidance at design development stages for suitable provision. Draw on the evidence from previous projects (Vale) on approach taken to supporting individuals during transition.</p>	<p>Positive impact through lessons learned and positive experience. of individuals.</p>
<b>Health</b>	<p>The environment must be safe and appropriately</p>	<p>Design will draw on the effective consultation with</p>	<p>Wellness and good health will be features of the</p>

	designed to provide comfort for study, play and rest for all children Health and wellbeing is central to Curriculum delivery along with numeracy and literacy	key stakeholders and the recent experience in school design within the Authority.	curriculum. Outside space will be used to further develop healthy activities.
<b>Human Rights</b>	Right to education.	The design will be thoughtful and consistent with a child's entitlement to education and the authority's strategy to provide the best start for young people.	Children will have the best start in life to become meaningful contributors to society.
<b>Marriage &amp; Civil Partnership</b>	Not applicable.	Not applicable	Not applicable.
<b>Pregnancy &amp; Maternity</b>	Breast feeding, expressing for all users of the Campus facility to be considered. Privacy, dignity and support. Look at how the design accommodates pregnant women - accessibility and supportive accommodation.	Design and construction of the campus. Review the design response to the corporate policies.	Positive impact.
<b>Race</b>	Need to ensure that people from across all ethnic groups have a opportunity to take part in the process of creation of a major community facility	We shall continue to capture and analyse data with regards to race of the users of the campus through the annual data checks.	It is considered this would have no impact on the design or construction of the campus.
<b>Religion and Belief</b>	Consideration shall be given to the religious requirements of the users of the campus.	We shall continue to capture and analyse data with regards religious belief ;of the users of the campus through the annual data checks.	It may have an impact on the use of spaces for acts of worship and the provision of quiet places for prayer and reflection. It will also have an impact on the provision of food and dietary requirements.
<b>Sexual Orientation</b>	Consideration to be	Refer to current	Positive impact

	given to the need for privacy, dignity and respect.	national guidance at design development stages for suitable provision. Draw on the evidence from previous projects(Vale) on approach taken to supporting individuals of varying sexual orientation.	through lessons learned and positive experience.	
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**Actions**

**Policy has a negative impact on an equality group, but is still to be implemented, please provide justification for this.**

No negative impact on any of the protected groups has been identified as part of this assessment.

**Will the impact of the policy be monitored and reported on an ongoing bases?**

Yes, the impact of the policy will be monitored on a regular basis through reportage to the Learning Estate Project Board.

**Q7 What is your recommendation for this policy?**

Introduce

**Please provide a meaningful summary of how you have reached the recommendation**

The recommendation to introduce this policy has been made on the basis that there is an anticipated positive impact generated for all protected characteristic groups, with the exception of Civil Partnership / Marriage as this was considered not applicable to the new build Faifley Campus development. In particular all parents and carers who provide childcare provision, access to a campus facility which accommodates ELCC, Primary education and access to Community facilities located within the one facility is beneficial. The assessment has not identified any potential for discrimination or adverse impact and due regard has been paid to available opportunities to advance equality have been taken.