

AssessmentNo	98	Owner	lwoolfries
Resource	Regeneration, Environment and Growth		Service/Establishment Regeneration
	First Name	Surname	Job title
Head Officer	Lesley	Woolfries	Capital Projects Manager
	(include job titles/organisation)		
Members	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 Joanne Ross, Client Business Partner, Capital Investment Team Lesley Woolfries, Capital Projects Manager, Capital Investment Team		
	<i>(Please note: the word 'policy' is used as shorthand for strategy policy function or financial decision)</i>		
Policy Title	New Build Renton Campus including Renton Primary School, Early Learning & Childcare Centre and Additional Support Needs provision		
	The aim, objective, purpose and intended out come of policy		
	The Project Brief calls for creation of a new educational campus. The campus, constructed on the current Renton Primary school site, would comprise a new Renton Primary School, Renton Language & Communication Unit (an Additional Support Needs enhanced support setting) and a new Riverside Early Learning and Childcare Centre (ELCC).		
	Service/Partners/Stakeholders/service users involved in the development and/or implementation of policy.		
	Local Renton community Neighbouring businesses and land owners Renton Regeneration Group - (check with Amanda) Local Community Council - (check with Amanda) WDC Elected Members Schools 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 Principal Contractor Renton Primary School Renton Language & Communication Unit Riverside Early Learning and Childcare Centre Access Panel		
Does the proposals involve the procurement of any goods or services?			Yes
If yes please confirm that you have contacted our procurement services to discuss your requirements.			Yes
SCREENING			
<i>You must indicate if there is any relevance to the four areas</i>			
Duty to eliminate discrimination (E), advance equal opportunities (A) or foster good relations (F)			Yes
Relevance to Human Rights (HR)			Yes
Relevance to Health Impacts (H)			Yes
Relevance to Social Economic Impacts (SE)			Yes
Who will be affected by this policy?			
Existing facility is not fit for purpose. Provide enhanced modern facilities. Pupils (Renton Primary School & Language and Communication Unit), teachers & parents / carers. Riverside ELCC			

children, staff and parents / carers. Local businesses and neighbouring land owners. Wider School & ELCC community. Local Renton community groups. Renton Bowling Club. Carman Community Centre. Pipe Bands (using WDC owned property to the North of the site).

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

Part of schools improvement plan. Consultation carried out in conjunction with the submission of report to the Education Services Committee - March & June 2018. Focus Groups consultation - on-line surveys. Presentation to staff members of ELCC, schools and LCU - 17 September 2018. Pupils have been consulted through surveys. Asset Management letters issued to adjacent land owners making enquiries about the potential to purchase land. Future consultation: 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 Schools 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. The previous committee reports capture the consultation completed at the time and records points raised. 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. Detailed consideration to be given to the consultation around the adjacent war memorial.

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.

	Needs	Evidence	Impact
Age	Statutory requirement to deliver educational facilities for ASN and Primary school ages. Albeit not a statutory requirement, there is a need to deliver educational facilities for the provision of 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 aging 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.
Cross Cutting	The design of the new facility will play it's part in effectively "closing the gap" in 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	Taken as a whole, the campus proposals shall produce a better facility for all users as a result.	As well as educational, economic and environmental benefits there are a range of positive potential outcomes in terms of equality groups, the school community and relationships with neighbours.

	round.		
Disability	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.	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.	There will be a positive impact.There will be a marked improvement on access to the upper floor in comparison to the existing school as the new campus will have a lift.
Social & Economic Impact	Need to respond to WDC Strategic objectives.Positive Social & Economic impact generated for the local economy as a direct result of the project construction. Positive Social & Economic impact generated long term through attainment and contributions 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).	Output from assessment tools demonstrating facts and figures - LM3 with Morgan Sindall.	Local Economic benefits - use of local suppliers, SMEs, local businesses, community groups.Children enter society with positive attributes and capabilities.
Gender	Toilet provision.Changing	Split male / female staff toilets.Balloch	Positive impact anticipated as

	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.	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.	flexibility shall be provided through the toilet provision.
Gender Reassign	Toilet provision to be considered.To accommodate minor adjustments where required. Privacy, dignity and appropriate facilities.	Draw on the evidence from previous projects(Vale) on approach taken to supporting individuals during transition.	Positive impact through lessons learned and positive experience.
Health	The environment must be safe and appropriately designed to provide comfort for study, play and rest for all children.Health & wellbeing is central to Curriculum delivery along with numeracy and literacy.	Design will draw on the effective consultation with key stakeholders and the recent experience in school design within the Authority.	Wellness and good health will be features of the curriculum. Outside space will be used to further develop healthy activities.
Human Rights	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.
Marriage & Civil Partnership	Not applicable.	Not applicable.	Not applicable.
Pregnancy & Maternity	Breast feeding, expressing for staff 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.
Race	No issues or concerns.	We shall continue to capture and analyse data with regards to race of the users of	It is considered this would have no impact on the design or construction of

		the campus through the annual data checks.	the campus.
Religion and Belief	Consideration shall be given to the religious requirements of the users of the campus.	We shall continue to capture and analyse data with regards to religious beliefs 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.
Sexual Orientation	Consideration to be given to the need for privacy, dignity and respect.	Draw on the evidence from previous projects(Vale) on approach taken to supporting individuals of a varying sexual orientation.	Positive impact through lessons learned and positive experience.

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 basis?

Yes, the impact of the policy will be monitored on a regular basis through reportage to the Schools 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 Renton Campus development. 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.