

# **Integrated Impact Assessment Form**

**Promoting Equality, Human Rights and Sustainability**



# Integrated Impact Assessment Form

## Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	Proposed establishment of a new primary school and its associated catchment area within the land at Easthouses and the realignment of the catchment areas of Dalkeith High School, Newbattle High School and Lasswade High School.
<b>Completion Date</b>	01/06/2023
<b>Completed by</b>	Katy Johnstone
<b>Lead officer</b>	Katy Johnstone, Learning Estate Resource Officer

### Type of Initiative:

Policy/Strategy	<input type="checkbox"/>	New or Proposed	<input checked="" type="checkbox"/>
Programme/Plan	<input type="checkbox"/>	Changing/Updated	<input type="checkbox"/>
Project	<input type="checkbox"/>	Review or existing	<input type="checkbox"/>
Service	<input type="checkbox"/>		
Function	<input type="checkbox"/>		
Other	.....		

### 1. Briefly describe the policy/proposal you are assessing.

The establishment of a new primary school and its associated catchment area within the land at Easthouses and the realignment of the catchment areas of Dalkeith High School, Newbattle High School and Lasswade High School.

### 2. What will change as a result of this policy?

Subject to the outcome of the consultation:

- A new primary school catchment area will be established for Easthouses and the catchment areas of King's Park, Lawfield, Mayfield, Woodburn and Newtongrange Primary School will be realigned;
- A new primary school with early learning and childcare provision and specialist ASN provision will be established for the proposed Easthouses primary catchment area;
- The new primary school will open on its permanent site on the completion of the new building in August 2024 or as soon as possible thereafter;
- A realignment of the Bonnyrigg Primary School Catchment Area and Lasswade High School Catchment Area from August 2023;

- A realignment of the catchment areas of Dalkeith High School and Newbattle High School.

### 3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	No
7. The policy/proposal has no/ minimal impact on the environment	Yes
<b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b>	

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

**4. What information/data/ consultation have you used to inform the policy to date?**

<b>Evidence</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	In order to ensure the Council meets its statutory obligations and provides sufficient school capacity, we produce school roll projections. The roll projections are produced bi-annually and use data sets such as births, housing, census numbers, staying on rates. Our projections show that schools in the Easthouses area are facing capacity pressures which the new primary school at Easthouses will help to alleviate.
Data on service uptake/access	The proposed school has no pupils at present however in order to reduce capacity pressures it is expected that there will be an uptake of places.
Data on quality/outcomes	The proposed Easthouses PS will provide a new two stream school providing places for 459 children; an Additional Support Needs provision with 16 places, to support children with social, emotional or behavioural needs; and 80 Early Years places. It proposes to offer a range of high-quality facilities throughout and has been designed to provide a variety of modern teaching, learning and nurturing environments which meet the needs of every child. It proposes to support the different ways we all learn, and will be a vital community asset to serve and provide spaces for our community to use.
Research/literature evidence	As above regarding, roll projections.
Service user experience information	There are no pupils currently attending the proposed school.
Consultation <b>and involvement</b> findings	Refer to consultation report published 5 June 2023 including report from Education Scotland. <a href="https://midlothiancouncil.citizenspace.com/education/easthouses-education-consultation">https://midlothiancouncil.citizenspace.com/education/easthouses-education-consultation</a>

Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	No.

**5. How does the policy meet the different needs of groups in the community?**

	<b>Issues identified and how the strategy addresses these</b>
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<p><b>Equality Groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Older people, people in the middle years,</li> <li><input type="checkbox"/> Young people and children</li> <li><input type="checkbox"/> Women, men and transgender people (includes issues relating to pregnancy and maternity)</li> <li><input type="checkbox"/> Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> <li><input type="checkbox"/> Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> <li><input type="checkbox"/> Refugees and asylum seekers</li> <li><input type="checkbox"/> People with different religions or beliefs (includes people with no religion or belief)</li> <li><input type="checkbox"/> Lesbian, gay, bisexual and heterosexual people</li> <li><input type="checkbox"/> People who are unmarried, married or in a civil partnership</li> </ul>	<p>The proposed new primary school will include spaces that can be used by the wider community as well as by young people attending the school.</p> <p>All groups will be able to access the community facilities provided within the new build.</p> <p>The proposed new school will be fully accessible and compliant with all statutory equalities legislation.</p> <p>All groups will be able to access the community facilities provided within the proposed new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p>
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<p><b>Those vulnerable to falling into poverty</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unemployed</li> <li><input type="checkbox"/> People on benefits</li> <li><input type="checkbox"/> Single Parents and vulnerable families</li> <li><input type="checkbox"/> Pensioners</li> <li><input type="checkbox"/> Looked after children</li> <li><input type="checkbox"/> Those leaving care settings (including children and young people and those with illness)</li> <li><input type="checkbox"/> Homeless people</li> <li><input type="checkbox"/> Carers (including young carers)</li> <li><input type="checkbox"/> Those involved in the community justice system</li> <li><input type="checkbox"/> Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li><input type="checkbox"/> People misusing services</li> </ul>	<p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p>
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<input type="checkbox"/> People with low literacy/numeracy  <input type="checkbox"/> Others e.g. veterans, students	<p>All groups will be able to access the community facilities provided within proposed the new build.</p> <p>All groups will be able to access the community facilities provided within proposed the new build.</p>
<p><b>Geographical communities</b></p> <input type="checkbox"/> Rural/ semi rural communities  <input type="checkbox"/> Urban Communities  <input type="checkbox"/> Coastal communities	<p>No positive or negative impact identified</p> <p>No positive or negative impact identified</p> <p>N/A there are no coastal communities in Midlothian.</p>

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

Not identified.

**7. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

Yes, the project will be carried out in the main by external contractors, who have equalities, human rights and inclusivity as part of their company charters.

**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

We informed consultees that we would provide copies of the proposal in alternative formats or translated for readers whose first language is not English. We published the consultation documents and reports on our website in formats where they should be accessible by screen-readers.

## 9. Please consider how your policy will impact on each of the following?

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	The proposed new school with the specialised facilities for pupils with additional support needs will ensure these learners will receive enhanced specialist support.
Promotes good relations within and between people with protected characteristics and tackles harassment	The new school should impact positively on relations within and between people with protected characteristics and tackle harassment.
Promotes participation, inclusion, dignity and self control over decisions	The new school should positively impact on participation inclusion, dignity and self-control over decisions.
Builds family support networks, resilience and community capacity	By building the proposed new school at the heart of a new community at Easthouses it will provide a hub for learning, activities and facilities that will make a contribution to improving people's health and wellbeing, adding to the strength and vibrancy of its community.
Reduces crime and fear of crime	N/A
Promotes healthier lifestyles including <ul style="list-style-type: none"> <li><input type="checkbox"/> diet and nutrition,</li> <li><input type="checkbox"/> sexual health,</li> <li><input type="checkbox"/> substance misuse</li> <li><input type="checkbox"/> Exercise and physical activity.</li> <li><input type="checkbox"/> Lifeskills</li> </ul>	The new school should help promote healthier lifestyles to all its pupils and staff.
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)	In order to ensure that the vision, aims and objectives of the Midlothian Council Local Outcomes Improvement Plan (LOIP) and Climate Change strategy 2020 are being addressed a number of strategic and operational factors have been considered as part of the proposed new school building, such as:
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	

Encourage resource efficiency (energy, water, materials and minerals)	<ul style="list-style-type: none"><li>• Reduction of operational energy consumption to be in line with the Learning Estate Investment Programme targets;</li><li>• Strict construction embodied carbon targets to be met;</li><li>• Low carbon and zero waste processes to be implemented during the construction phase;</li><li>• Circular economy agenda to be promoted.</li></ul>
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	N/A
Helps young people into positive destinations	When completed the school will help young people make positive decisions about positive destinations.
Supports local business	N/A
Helps people to access jobs (both paid and unpaid)	N/A
Improving literacy and numeracy	When completed the school will be pivotal in improving literacy and numeracy.
Improves working conditions, including equal pay	N/A
Improves local employment opportunities	N/A

## 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
The building of a new school may cause some environmental disruption.	The Council must ensure that capacity pressures in all schools are managed to improve learning experiences. The construction of the school will comply and adhere to all statutory construction, building and	<ul style="list-style-type: none"> <li>Reduction of operational energy consumption to be in line with the Learning Estate Investment Programme targets;</li> <li>Strict construction embodied</li> </ul>	During build and operation of proposed new School	Andrew Souter, Programme Manager for Net Zero & Infrastructure

	environmental legislation	<p>carbon targets to be met;</p> <ul style="list-style-type: none"> <li>• Low carbon and zero waste processes to be implemented during the construction phase;</li> <li>• Circular economy agenda to be promoted.</li> </ul>		

#### 11. Sign off by Head of Service



Name: Michelle Strong  
Date: 02 June