

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



New Secondary School Provision in the Musselburgh Catchment Area

December 2016

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	New Secondary School In Musselburgh
Completion Date	7 December 2016
Completed by	David Scott
Lead officer	Fiona Robertson

Type of Initiative:

- Policy/Strategy
- Programme/Plan
- Project
- Service
- Function
- Other
- New or Proposed
- Changing/Updated
- Review or existing

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

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

This report has been prepared following consultation on the following proposal:

A new additional secondary school will be established in Wallyford from 2020, or as soon as possible thereafter, to provide additional secondary education provision within the Musselburgh cluster area;

- The site of the new additional secondary school will be in the area of Wallyford;
- The catchment area of the new secondary school will be created from the present Pinkie St Peter's Primary School and proposed revised Wallyford Primary School catchment areas;
- S1-S2 young people who reside within the catchment areas of Wallyford Primary School and Pinkie St Peter's Primary School will attend a new secondary school in Wallyford from 2020, or as soon as possible thereafter;
- The children attending Wallyford Primary School and Pinkie St Peter's Primary School will transfer to the new secondary school at the end of P7 with effect from 2020 onwards, or as soon as possible thereafter.

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

The development of a new inspirational learning environment which raise the aspirations of children and young people, staff and the wider community;

The Local Authority's Education Service will be able to accommodate the pupil population in the area projected to arise from committed and planned housing developments that are identified in the Proposed Local Development Plan (LDP) 2016 and address potential over-capacity in the school estate and create a sustainable school estate for future generations;

The opportunity for both Musselburgh Grammar School and the new additional secondary school to work collaboratively to increase personalisation and choice for pupils when considering subjects within the Senior Phase, in addition to enhancing support for pupils for the Local Authority's approach to Developing Our Young Workforce.

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	Yes
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	Yes
4. The policy/proposal is likely to have a significant environmental impact	Yes
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	No
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.	

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. The impacts of the proposal are assessed as set out in the Consultation Document and the relevant technical and environmental information is published alongside the Proposed LDP. The interim environmental assessments, site assessments and other technical documents for the Main Issues Report and Proposed LDP are available on the Council's website.

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

Evidence	Comments: what does the evidence tell you?
Data on populations in need	The Council needs to provide education which can accommodate a projected roll of 2,600 secondary pupils in the Musselburgh cluster including existing roll, with all existing planned as well as the proposed new LDP housing by 2026. It is highly likely that there will be representation from equality groups in those pupil numbers. Detailed profiles are not available at this time.
Data on service uptake/access	See Above
Data on quality/outcomes	N/A
Research/literature evidence	N/A
Service user experience information	N/A
Consultation and involvement findings	<p>During the period May 3 2016 and 14 June 2016 a formal consultation was conducted with the Musselburgh Grammar School Community. This involved staff, pupils, parents and carers through Parent Councils and key community stakeholders.</p> <p>The Head of Education and other council officers undertook a programmed series of meetings as part of this consultation process. This involved meetings and other forms of communication with the following persons, including those indirectly affected,</p> <ul style="list-style-type: none"> • The Parent Councils of Campie, Musselburgh Burgh, Loretto RC, Pinkie St Peter's, Stoneyhill, Wallyford and Whitecraig primary schools and Musselburgh Grammar School; • The parents of pupils at Campie, Musselburgh Burgh, Loretto RC, Pinkie St Peter's,

Stoneyhill, Wallyford and Whitecraig primary schools and Musselburgh Grammar School;

- The parents of any children expected to attend Wallyford Primary School, Pinkie St Peter's Primary School, Musselburgh Grammar School and Ross High School within two years of the date of publication of the proposal paper;
- The pupils at Campie, Musselburgh Burgh, Loretto RC, Pinkie St Peter's, Stoneyhill, Wallyford and Whitecraig primary schools and Musselburgh Grammar School;
- The staff at Campie, Musselburgh Burgh, Loretto RC, Pinkie St Peter's, Stoneyhill, Wallyford and Whitecraig primary schools and Musselburgh Grammar School;
- Musselburgh Area Partnership;
- Musselburgh Community Council;
- Wallyford Community Council;
- Whitecraig Community Council.

The key findings deriving from the consultation period are as follows:

- A clear majority of respondents to the questionnaire (60.5%) supported the proposal. 35.2% of questionnaire respondents oppose the proposal.
- The Council received 10 written submissions to its consultation, 4 from individuals and 6 from groups, during the consultation period. Of those that expressed a preference, a narrow majority favoured the proposal. Of the 6 written responses from groups, 5 of these were from Parent Councils of schools within the Musselburgh cluster area: 3 of these Parent Councils expressed support for the proposal, 1 was opposed and 1 was evenly split. One Community Council also opposed the proposal.
- Overall, pupils, particularly at the primary stages, showed support for the proposal

A number of common themes emerged from the written and oral responses and can be grouped as follows:

- Concerns over the proposed site or catchment of the new school;
- Choices for places to have lunch

- Community facilities
- The Consultation Process
- Continuity of school network of friends
- Divisive for the community & rivalry
- Environmental impact
- The proposal not being the preferred option
- Parity of subject choices and facilities at both schools
- Traffic, transport, parking and Safe Routes to School
- School capacity
- SIMD profile & diversity
- Transition concerns & siblings

All these concerns were responded to in the consultation report and, where appropriate, will form actions for the Council e.g. ensuring the wider community can access the facility and gain the intended benefits.

The Education Scotland report is summarised below.

‘The council’s proposal to establish a new, additional, secondary school at Wallyford, within the Musselburgh cluster area, by August 2020, or as soon as possible thereafter, has educational benefits for the young people within this area. Significant projected increases in the school roll will result in Musselburgh Grammar School becoming overcrowded and, eventually, well over-capacity. If the proposal is implemented, children living in the catchment zones of Pinkie St Peter’s and Wallyford Primary Schools will attend the new, purpose-built school and this has the potential to address issues of overcrowding at Musselburgh Grammar School. In taking its proposal forward, the council should address the legitimate concerns of some stakeholders, including: the proposal possibly leading to an adverse ‘split’ within the community; ensuring that transition arrangements are well planned and implemented; providing safe routes to the new school; and providing greater clarity and detail, once this is possible, over the financial implications of the proposal. In its final consultation report, the council will need to set out the actions it has taken to address any alleged inaccuracies and omissions notified to it.’

Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	As above

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

	Issues identified and how the strategy addresses these
<p>Equality Groups</p> <ul style="list-style-type: none"> Older people, people in the middle years, Young people and children 	<p>By locating the school at the heart of the new community 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.</p> <p>The curriculum will provide the opportunity for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.</p> <p>Children and young people will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curriculum areas and subjects by building on best practice in curriculum design. The new school will work closely with other schools the same learning community, especially Musselburgh Grammar. This will provide opportunities to enhance the curriculum offered in both schools.</p>

<ul style="list-style-type: none"> • Women, men and transgender people (includes issues relating to pregnancy and maternity) 	<p>The school will meet the needs of the groups referred through its existing personal and social education programmes. The school will also ensure that there is access to neutral WCs and changing facilities.</p>
<ul style="list-style-type: none"> • Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) 	<p>The new school will ensure that accessibility for learners with disabilities complies with the Council's Accessibility Strategy and the Equality Act (2010).</p> <p>The new school will be designed in such a way as to promote accessible, inclusive learning which will meet the needs of all learners including those with Additional Support Needs.</p>
<ul style="list-style-type: none"> • Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) 	<p>The new school will ensure that accessibility for all learners complies with the Council's Accessibility Strategy and the Equality Act (2010).</p> <p>The new school will be designed in such a way as to promote accessible, inclusive learning which will meet the needs of all learners including those from minority ethnic people</p>
<ul style="list-style-type: none"> • Refugees and asylum seekers 	<p>Although there are currently no refugees or asylum seekers in the proposed catchment area, the school will be supported by the Council to meet the needs of these groups if resettled in the catchment area</p>
<ul style="list-style-type: none"> • People with different religions or beliefs (includes people with no religion or belief) 	<p>The school currently has Religious and Moral Education programmes in place which recognises and actively encourages respect for the religions and beliefs of others. Through school assemblies and other events pupils are encouraged to reflect on the</p>

<ul style="list-style-type: none"> • Lesbian, gay, bisexual and heterosexual people • People who are unmarried, married or in a civil partnership 	<p>expectations of living and working in an inclusive society</p> <p>Through Personal and Social Education programmes pupils and young people are taught to respect diversity in all its forms including sexuality. There are a number of interventions which will be put in place if it is identified that children, young people and adults are being discriminated against within the school or community</p> <p>Will be addressed through current practice</p>
<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the community justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students 	<p>By locating the school at the heart of the new community it will provide a hub for learning, community activities and facilities that will make a contribution to improving people's health and wellbeing, adding to the strength and vibrancy of its community. The proposed new school will provide excellent facilities for children, families and other users outwith core school hours. The new school will provide facilities which could be used to meet the learning, leisure and social needs of the community. The new school will provide a range of sports and community facilities within its locality.</p> <p>Experience in our other new school buildings has demonstrated that a new and flexible learning environment has inspired pupils and has a positive impact on the general health and wellbeing of learners, increases aspirations, attainment, achievement and positive destinations beyond school. The new school will be expected to provide a high level of support to vulnerable groups in the local</p>

	<p>community, this includes single parents and vulnerable families.</p> <p>It is expected that the current work undertaken by Community Learning & Development (CLD) in the areas could be accommodated in the new school building, specifically supporting parents with low literacy and numeracy.</p> <p>The new school will support a wide range of need. This includes children who are 'Looked After' and 'Young Carers' . It is intended that a base which supports children with Social , Emotional and Behaviour difficulties will be located at the school.</p> <p>The new school will provide enhanced accommodation which will improve its work and that of its partners for all of these groups .</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi rural communities • Urban Communities • Coastal communities 	<p>Due to the planned house building, the community of Wallyford will change significantly in future years. It will move from essentially an 'ex- mining village' with a relatively high percentage of its population living in the lower deciles of the Scottish Index of Multiple Deprivation (SIMD) to a community which will be much more 'mixed' in terms of SIMD. The school will need to take account of this in the support it offers to its pupils, parents and staff. It has, however, the potential to make a positive contribution to its community. For example, families may not need to travel outwith Wallyford to access good quality facilities for clubs and groups.</p>

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

A range of measures would be put in place to reduce the risks involved in children and young people travelling to and from school. For example, ensuring that crossing points are in the correct position, reviewing the positioning of school crossing guides and ensuring pedestrians are given priority etc. There will be a series of traffic measures on Salter's Road put in place, and a new distributor is being constructed to divert traffic from the centre of Wallyford. Transportation Officers at East Lothian Council will be working closely with both staff and pupils to establish how best to put in the necessary interventions to ensure there are safer routes to school.

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

Yes

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

When the contractor is identified, East Lothian Council will review the contractor's Equal Opportunities Policy, Managing Diversity Policy and Section 10, Pre Qualification Questionnaire to ensure that it follows the ethos of the Equality Act 2010 and the Council's own Equality Plan 2013 – 2016. If this is not the case, the contractor will be advised that they should update their own equality documents and/or sign up to the commitments of East Lothian Council's Equality Plan 2013 – 2016'.

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?

The Education Service will liaise with the Council Communication Team as to how it will communicate information to those identified above.

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

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Yes- The local Musselburgh community is well served by the existing secondary school and primary schools which act as focal points for community events and it is anticipated that the establishment of a new secondary school would have a positive impact and will enhance this further. Potentially a range of services could use the facilities including Community Learning and Development, Third sector, Health etc.
Promotes good relations within and between people with protected characteristics and tackles harassment	Yes- All schools are committed to supporting their stakeholders and this is predicated on establishing strong relationships between school staff, students, parents and the wider community, this would also include people with protected characteristics. This would happen both within and outwith the formal curriculum.
Promotes participation, inclusion, dignity and self control over decisions	Yes- The specific layout and plans for the new school will be developed in due course and will be made available through further consultation with key stakeholders in through the establishment of a User Reference Group. The User Reference Group normally consists of representatives such as an Education Officer, Architectural Design, Headteacher, Pupil Council representatives, Parent Council representative, Community Learning and Development, Library representative Community Police etc..
Builds family support networks, resilience and community capacity	Yes- the community will be able to use the new school's facilities out –of- hours. There will be meeting spaces, sports facilities, spaces that can be used by clubs, e.g. drama, dance, youth groups etc.
Reduces crime and fear of crime	Not directly
Promotes healthier lifestyles including <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • substance misuse 	The new school will promote healthier lifestyles through the formal curriculum and the use of the facilities by the community out of school hours

<ul style="list-style-type: none"> • Exercise and physical activity. • Lifeskills 	
Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	<p>Sustainability will be a key factor in the design of the new school and will be incorporated into every feasible aspect. This ranges from the materials used to the heating system and the lighting provided, and also to the landscaping of the external site to encourage biodiversity.</p> <p>The new school building will be compliant with the Scottish Building Regulation (SBR) (2015). This takes into account the mitigation of negative environmental impacts of new buildings. East Lothian always strives to go beyond the minimum requirements of the SBR.</p> <p>A Safer Routes to School plan will be formulated and implemented which will promote safe routes to school as well as encouraging healthy ways of getting to the school e.g. walking to school, cycling etc.</p>
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)	
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	
Economic	
Maximises income and /or reduces income inequality	<p>It is anticipated that this proposal may have wider benefits to the community in respect of:</p> <ul style="list-style-type: none"> • local employment opportunities • apprenticeships on the construction of the new school. <p>It is believed that this proposal will positively impact on local, social or economic activities and will support the local development of the area.</p>
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions,	

including equal pay	
Improves local employment opportunities	As Above

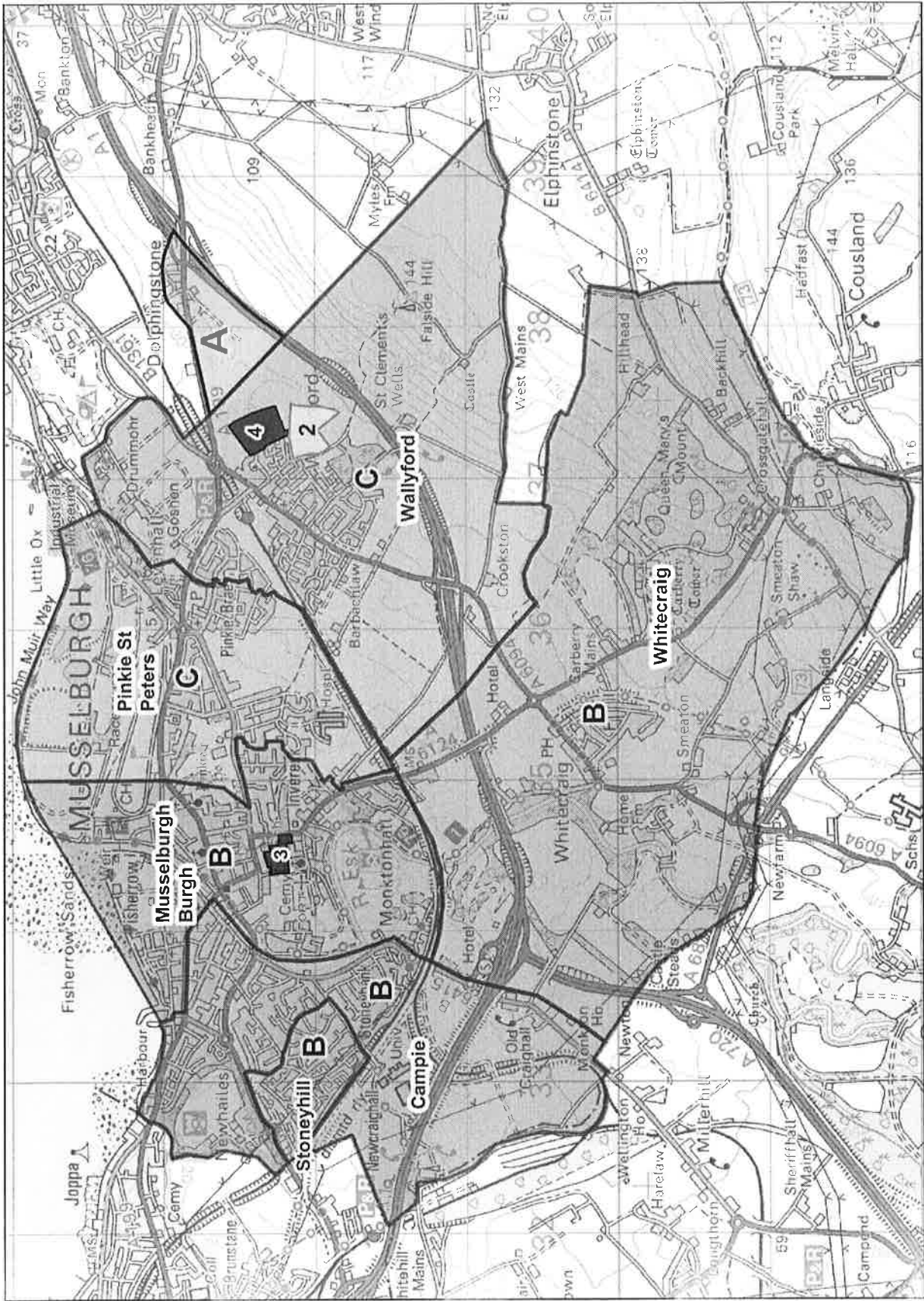
10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Increase in traffic around the school, especially at the start of the school day and at its end.	Home to school transport Parents choosing to drop of their children at school by rather	A comprehensive road traffic plan will be implemented. As Above- A Safer Routes to School plan will be formulated and implemented which will promote safe routes to school as well encouraging healthy ways of getting to the school e.g. walking to school, cycling etc.		Ray Montgomery (Head of Infrastructure)

It should be noted that this Integrated Impact Assessment should not be seen as a one off exercise. The true impact of a policy or project may only become clear once it is implemented or operating in practice. It follows, therefore, that any other negative impacts not highlighted in this assessment but which are emerge at a later stage and/ or after its proposed implementation will be addressed at an appropriate time..

11. Sign off by Head of Service

Name *Fiona Robertson*
Date *16/12/16*



Proposed Musselburgh Area Catchment Changes & Proposed new, second, Secondary provision:

Catchment Segments "B" – Proposed to feed into current Musselburgh Grammar

Catchment Segments "C" – Proposed to feed into new, second, secondary school

Site "3" – Location of Current Musselburgh Grammar

Site "4" – Proposed location of new secondary school

Site "2" – Location of new Wallyford Primary school