



# City of Edinburgh Council Record of Equality and Rights Impact Assessment

## Part 1: Background and Information

### (a) Background Details

Please list ERIA background details:

**ERIA Title and Summary Description:** Wave 3 High Schools

Service Area	Division	Head of Service	Service Area Reference No.
Communities and Families	Operational Support	Billy MacIntyre	CF 18(g)

### (b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
Boroughmuir High School	28/2/2016
James Gillespie's High School	28/2/2016
Portobello High School	28/2/2016

**(c) When is it due to be reviewed?** (insert furthest away date if question relates to a number of review dates) 31/3/2017

### (d) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
Keith Thomson	CEC/School Estate Planning

## Part 2: Evidence and Impact Assessment

### (a) Evidence Base

Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at [part 3a](#). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
All new buildings have necessary planning and building warrant approvals	Statutory Approvals
Post Occupancy Evaluation sessions required with users	POE

### (b) Rights Impact Assessment – Summary

Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

- Life
- Health
- Physical security
- Legal security
- Education and learning
- Standard of living
- Productive and valued activities
- Individual, family and social life
- Identity, expression and respect
- Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

#### Summary of Enhancements of Rights

Projects provides modern and enhanced learning environments. New facilities have been delivered in order to replace older schools which were no longer fit for purpose.

#### Summary of Infringement of Rights

Can these infringements be justified? Are they proportional?

none

### (c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- Age
- Disability
- Gender identity
- Marriage / civil partnership
- Pregnancy / maternity
- Race
- Religion / belief

- Sex
- Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
All facilities comply with DDA requirements
<b>Negative Impacts</b>
none

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
New facilities available to all pupils who attend the school - no discrimination on any grounds.
<b>Negative Impacts</b>
none

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
Addressed through the curriculum delivered in schools
<b>Negative Impacts</b>
none

### Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

#### (a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps

#### (b) Recommendations

Please record SMART recommendations which may include actions to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts
- (iv) further advance equality and rights, and promote good relations.

Recommendation	Responsibility of (name)	Timescale
Carry out post occupancy evaluation	Keith Thomson	within one year of each facility opening

#### (c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council's website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
2/3/2016	Billy MacIntyre, Head of Operational Support	i,ii and iii