

Equality Impact Assessment

This document should be completed at the start of policy development or at the early stages of a review. This will ensure equality considerations are taken into account before a decision is made and policies can be altered if required.

SECTION 1 - Policy Profile

| | |
|--|---|
| 1 Name/description of the policy, plan, strategy or programme | Relocation of Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF |
| 2 Responsible organisations/Lead Service | Education Services |
| 3 Lead Officer | Linda Wilkie |
| 4 Partners/other services involved in the development of this policy | Property Services |
| 5 Is this policy: | New <input type="checkbox"/> Reviewed/Revised <input type="checkbox"/> The relocation does not introduce a new policy |
| 6 What is the purpose of the policy (include any new legislation which prompted the policy or changes to the policy)? | To relocate Kelly Street Children's Centre to a new building at the former Greenock Academy Site, Madeira Street, Greenock, PA16 7XF |
| 7 What are the intended outcomes of the policy? | There will be a refurbished building that will be more fit for purpose. |
| 8 Geographical area (Inverclyde wide or a specific location) | Madeira Street, Greenock, PA16 7XF |
| 9 Is the policy likely to have an impact on any of the elements of the Council equality duty (if yes, please tick as appropriate)? | <input type="checkbox"/> Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 <input checked="" type="checkbox"/> Advance equality of opportunity between people from different groups <input type="checkbox"/> Foster good relations between people from different groups This move will enable the building to be more DDA compliant. |

10 Will those who may be directly or indirectly affected by this policy be involved in its development?

Yes. Full consultation will be undertaken with all stakeholders.

SECTION 2 – Impact on Protected Characteristics

Which of the protected characteristics will the policy have an impact upon? (see guidance for examples of key considerations under each characteristic)

| Protected Characteristic | Impact | | | | | Reason/Comments |
|--|---------------|--------------|---------|---------------|--------------|--|
| | Positive High | Positive Low | Neutral | Negative High | Negative Low | |
| Age | | | | | | |
| Disability | X | | | | | The building will be fully DDA compliant |
| Gender Reassignment | | | | | | |
| Pregnancy and maternity | | | | | | |
| Race | | | | | | |
| Religion or Belief | | | | | | |
| Sex (Male or Female) | | | | | | |
| Sexual Orientation | | | | | | |
| Other groups to consider (please give details) | | | | | | |

SECTION 3 – Evidence

What evidence do you have to help identify any potential impacts of the policy? (Evidence could include: consultations, surveys, focus groups, interviews, projects, user feedback, complaints, officer knowledge and experience, equalities monitoring data, publications, research, reports, local, national groups.)

| Evidence | Details |
|---|---|
| Consultation/Engagement (including any carried out while developing the policy) | Full consultation has been carried out with all stakeholders. This includes public meetings and questionnaires. |
| Research | |
| Officer's knowledge and experience (including feedback from frontline staff). | |
| Equalities monitoring data. | |
| User feedback (including complaints) | |
| Stakeholders Other | |
| What information gaps are there? | |

SECTION 4 – CONSEQUENCES OF ANALYSIS

| What steps will you take in response to the findings of your analysis? Please select at least one of the following and give a brief explanation. | | |
|---|---|--|
| 1. Continue development with no changes | X | The move of the nursery is considered to be a very positive step with educational benefits. |
| 2. Continue development with minor alterations | | |
| 3. Continue development with major changes | | |
| 4. Discontinue development and consider alternatives (where relevant) | | |
| How will the actual effect of the policy be monitored following implementation? | | |
| The building will remain DDA compliant. | | |
| When is the policy due to be implemented? | | |
| 2017. | | |
| When will the policy be reviewed? | | |
| After the decision has been taken to move location the decision will not be reviewed. | | |
| What resources are available for the implementation of this policy? Have these resources changed? | | |
| Resources allocated from the School Estates Management Programme. | | |

Name of Individual(s) who completed the Assessment

Name(s): Ruth Binks

Position: Head of Education

Date: 6/11/16

Authorised by

Name: Grant McGovern

Position: Head of Inclusive Education, Culture and Corporate Policy

Date: 07/11/16