

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People’s Rights](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

## 1. About the Policy

### 1.1 Title

Proposed Catchment Area Changes for Hazlehead Academy, Greenbrae School and Scotstown School

### 1.2 What does this policy seek to achieve?

#### **Greenbrae School and Scotstown School**

At its meeting of 12 September 2023, the Education Operational Delivery Committee instructed the Chief Officer – Corporate Landlord to carry out a public consultation on a proposal to alter the school catchment areas for Greenbrae School and Scotstown School, so that they aligned with the city boundary and no longer extended beyond it into Aberdeenshire. The main purpose of this proposal is to remove areas of ‘dual zoning’ between the above schools and Balmedie School in Aberdeenshire, which will remove the ambiguity over school placings for any families living in the affected areas and help with more accurate school capacity planning.

#### **Hazlehead Academy**

At its meeting of 21 November 2023, the Education Operational Delivery Committee instructed the Chief Officer – Corporate Landlord to carry out a statutory public consultation on the proposal to establish a new campus on the Hazlehead Academy playing fields, and on proposed changes to the existing Countesswells and Hazlehead secondary school catchment areas, to create a new catchment area which would be served by the proposed new school provision. The main purpose of this proposal is to ensure there will be sufficient capacity at Hazlehead Academy in the future, to accommodate pupils from Hazlehead, Countesswells and Kingswells, as the numbers of pupils living in Countesswells and Kingswells in the short to medium term are expected to be insufficient to justify building a separate school at Countesswells, as had been originally anticipated.

The recommendation to the Committee is that the proposed changes to catchment areas for Greenbrae School and Scotstown School should be implemented from 1 August 2024, and that the proposed changes to the catchment area for Hazlehead Academy should be implemented from 1 August 2027.

<b>1.3 Is this a new or existing policy?</b>
This is a new policy.
<b>1.4 Is this report going to a committee?</b>
Yes
<b>1.5 Committee name and date:</b>
Education and Children’s Services Committee 2 July 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
F&C/24/196
<b>1.7 Function and cluster:</b>
Corporate Landlord, Families and Communities (Stephen Booth)

## Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

## 2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
<a href="#">Age</a>					✓
<a href="#">Disability</a>			✓		
<a href="#">Gender Reassignment</a>				✓	
<a href="#">Marriage and Civil Partnership</a>				✓	
<a href="#">Pregnancy and Maternity</a>				✓	
<a href="#">Race</a>				✓	
<a href="#">Religion or Belief</a>				✓	
<a href="#">Sex</a>				✓	
<a href="#">Sexual Orientation</a>				✓	

2.2 In what way will the policy impact people with these protected characteristics?

The proposed changes to catchment areas will have a positive impact on children and young people who attend the affected schools, as the changes will provide clarity on school placings and ensure there is sufficient capacity at their school, which will avoid overcrowding and benefit their access to learning and teaching.

The proposed changes to the catchment area for Hazlehead Academy may have a low negative impact on some people with mobility difficulties, as this may result in a longer journey for them to get to school, or to drop off and pick up their children from school.

Data collected during the public consultations for these proposals did not indicate any further impacts on the other protected characteristics listed above, so a neutral impact on these characteristics has been assumed.

### 2.3 What considerations have been made in reaching the above assessment?

#### **What internal or external data has been considered? What does this data tell us?**

Statutory public consultations on the proposals were carried out between February and April 2024. As well as providing their comments and feedback about the proposals themselves, stakeholders were asked to indicate whether they belonged to any group with protected characteristics. This allowed us to consider any likely impacts on these groups should the proposed changes be implemented.

The data collected did not indicate that implementing the proposals would have any impacts relating specifically to protected characteristics.

#### **What consultation and engagement and has been undertaken with officers and partner organisations?**

Staff within the affected schools were able to participate in the statutory public consultations.

#### **What consultation and engagement and has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?**

Statutory public consultations on the proposals were carried out between February and April 2024. Public meetings were held during the consultation period. The meeting for the Greenbrae School and Scotstown School proposals was not attended by any members of the public. Three meetings were held for the Hazlehead Academy proposals and these were attended by 63 members of the public in total.

Comments made at the public meetings and submitted via an online and paper questionnaire were collated and summarised in the consultation reports which have been included within the committee reports. Responses to the points raised by stakeholders during the consultations have also been included with the reports.

### 2.4 What mitigations can be put in place?

#### **What mitigations are there against any negative impacts (if applicable)?**

In relation to the potential negative impact on those with mobility difficulties, resulting from possible longer journeys to school, officers are working with Planning and Roads colleagues to assess the options for creating safe and sustainable routes to school, and progress with this work will be shared with parents and pupils as the designs for the new school take shape.

#### **With mitigations in place, what is the new overall rating of the negative impact(s)?**

High	
Medium	
Low	✓
Negative Impact Removed	

### 3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

#### 3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.			✓		
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future				✓	
Material deprivation – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies				✓	
Area deprivation – consider where people live and where they work (accessibility and cost of transport)			✓		
Socio-economic background – social class, parents' education, employment, income.				✓	

#### 3.2 In what way will the policy impact people in these groups?

The proposed changes to the catchment area for Hazlehead Academy may have a low negative impact on some people with low incomes, or with difficulty accessing public transport, as this may result in a longer journey for them to get to school, or to drop off and pick up their children from school.

#### 3.3 What considerations have been made in reaching the above assessment?

**What internal or external data has been considered? What does this data tell us?**

Statutory public consultations on the proposals were carried out between February and April 2024. Respondents to the consultation were asked to say what impact the proposed changes might have on them.

The data collected did not indicate that implementing the proposals would have any impacts relating specifically to those on low incomes, but it is reasonable to assume that this may be the case for some people. Some respondents to the survey did highlight that their access to a public bus service was limited and that the proposed changes may impact negatively on them as a result.

**What consultation and engagement and has been undertaken with officers and partner organisations?**

Staff within the affected schools were able to participate in the statutory public consultations.

**What consultation and engagement and has been undertaken with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?**

Statutory public consultations on the proposals were carried out between February and April 2024. Public meetings were held during the consultation period. The meeting for the Greenbrae School and

Scotstown School proposals was not attended by any members of the public. Three meetings were held for the Hazlehead Academy proposals and these were attended by 63 members of the public in total.

Comments made at the public meetings and submitted via an online and paper questionnaire were collated and summarised in the consultation reports which have been included within the committee reports. Responses to the points raised by stakeholders during the consultations have also been included with the reports.

### 3.4 What mitigations can be put in place?

#### What mitigations are there against any negative impacts (if applicable)?

In relation to the potential negative impact on those with mobility difficulties, resulting from possible increased journeys to school, officers are working with Planning and Roads colleagues to assess the options for creating safe and sustainable routes to school, and progress with this work will be shared with parents and pupils as the designs for the new school take shape.

Any pupils living more than three miles' safe walking distance from their zoned secondary school would be entitled to school transport to be provided free of charge by the Council.

**With mitigations in place, what is the new overall rating of the negative impact(s)?**

High	
Medium	
Low	
Negative Impact Removed	✓

## 4: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of 'Articles'. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

### 4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
<b>Article 6:</b> <a href="#">Right to a fair trial</a>		✓	
<b>Article 7:</b> <a href="#">No punishment without law</a>		✓	
<b>Article 8:</b> <a href="#">Right to respect for private and family life, home and correspondence</a>		✓	
<b>Article 9:</b> <a href="#">Freedom of thought, belief and religion</a>		✓	
<b>Article 10:</b> <a href="#">Freedom of expression</a>		✓	
<b>Article 11:</b> <a href="#">Freedom of assembly and association</a>		✓	
<b>Article 12:</b> <a href="#">Right to marry and start a family</a>		✓	
<b>Article 14:</b> <a href="#">Protection from discrimination in respect of these rights and freedoms</a>		✓	
<b>Article 1 of Protocol 1:</b> <a href="#">Right to peaceful enjoyment of your property</a>		✓	
<b>Article 2 of Protocol 1:</b> <a href="#">Right to education</a>			✓
<b>Article 3 of Protocol 1:</b> <a href="#">Right to participate in free elections</a>		✓	

### 4.2 In what way will the policy impact Human Rights?

Clarifying school catchment areas and providing a new state of the art secondary school is likely to improve children's access to education.

4.3 What mitigations can be put in place?

<b>What mitigations are there against any negative impacts (if applicable)?</b>	
N/A	
<b>If mitigations are in place, does this remove the negative impact?</b>	<b>No – negative impact remains</b>
	<b>Yes – negative impact reduced</b>
	<b>Yes - negative impact removed</b>

## 5: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

### 5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
<b>Article 1:</b> definition of the child		✓	
<b>Article 2:</b> non-discrimination		✓	
<b>Article 3:</b> best interests of the child		✓	
<b>Article 4:</b> implementation of the convention		✓	
<b>Article 5:</b> parental guidance and a child's evolving capacities		✓	
<b>Article 6:</b> life, survival and development		✓	
<b>Article 7:</b> birth registration, name, nationality, care		✓	
<b>Article 8:</b> protection and preservation of identity		✓	
<b>Article 9:</b> separation from parents		✓	
<b>Article 10:</b> family reunification		✓	
<b>Article 11:</b> abduction and non-return of children		✓	
<b>Article 12:</b> respect for the views of the child		✓	
<b>Article 13:</b> freedom of expression		✓	
<b>Article 14:</b> freedom of thought, belief and religion		✓	
<b>Article 15:</b> freedom of association		✓	
<b>Article 16:</b> right to privacy		✓	
<b>Article 17:</b> access to information from the media		✓	
<b>Article 18:</b> parental responsibilities and state assistance		✓	
<b>Article 19:</b> protection from violence, abuse and neglect		✓	
<b>Article 20:</b> children unable to live with their family		✓	
<b>Article 21:</b> adoption		✓	
<b>Article 22:</b> refugee children		✓	
<b>Article 23:</b> children with a disability	✓		
<b>Article 24:</b> health and health services		✓	
<b>Article 25:</b> review of treatment in care		✓	
<b>Article 26:</b> social security		✓	
<b>Article 27:</b> adequate standard of living		✓	
<b>Article 28:</b> right to education			✓

<b>Article 29:</b> goals of education			✓
<b>Article 30:</b> children from minority or indigenous groups		✓	
<b>Article 31:</b> leisure, play and culture		✓	
<b>Article 32:</b> child labour		✓	
<b>Article 33:</b> drug abuse		✓	
<b>Article 34:</b> sexual exploitation		✓	
<b>Article 35:</b> abduction, sale and trafficking		✓	
<b>Article 36:</b> other forms of exploitation		✓	
<b>Article 37:</b> inhumane treatment and detention		✓	
<b>Article 38:</b> war and armed conflicts		✓	
<b>Article 39:</b> recovery from trauma and reintegration		✓	
<b>Article 40:</b> juvenile justice		✓	
<b>Article 41:</b> respect for higher national standards		✓	
<b>Article 42:</b> knowledge of rights		✓	
<b>Optional</b> Protocol on a Communications Procedure		✓	

### 5.2 In what way will the policy impact the rights of Children and Young People?

The proposed changes to the catchment area for Hazlehead Academy may have a low negative impact on some people with mobility difficulties, as this may result in a longer journey for them to get to school, or to drop off and pick up their children from school.

Clarifying school catchment areas and providing a new state of the art secondary school is likely to improve children's access to education.

### 5.3 What mitigations can be put in place?

#### **What mitigations are there against any negative impacts (if applicable)?**

In relation to the potential negative impact on those with mobility difficulties, resulting from possible increased journeys to school, officers are working with Planning and Roads colleagues to assess the options for creating safe and sustainable routes to school, and progress with this work will be shared with parents and pupils as the designs for the new school take shape.

**If mitigations are in place, does this remove the negative impact?**

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

✓



## 6: Sign Off

<b>Any further positive or negative impacts on individuals or groups that have been considered?</b>
No
<b>Overall summary of changes made as a result of impact assessment.</b>
In relation to the potential negative impact on those with mobility difficulties or those with reduced incomes, resulting from possible increased journeys to school, officers are working with Planning and Roads colleagues to assess the options for creating safe and sustainable routes to school, and progress with this work will be shared with parents and pupils as the designs for the new school take shape.
<b>Outline of how impact of policy will be monitored.</b>
Engagement with stakeholders will continue as the plans for the new Hazlehead Academy progress.
<b>If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.</b>
A small negative impact on those with mobility difficulties, caused by longer journeys to school, may remain, even after mitigations to create safe and sustainable routes to school have been put in place. The alternative to this would be to build a separate secondary school building at Countesswells, to make journey times shorter, however the numbers of families living within this community would not be sufficient to make the school viable, and this would have a significant negative impact on the quality of education which could be provided there. There are many other examples around the city where children and parents (including those with mobility difficulties) need to travel outwith their immediate community to reach their nearest secondary school, as the size of their community does not justify having its own school. The impact on families at Countesswells would likely be no different to the impact on the families in these other communities who already travel further to reach their school.

<b>Assessment Author</b>	Andrew Jones
<b>Date</b>	21/05/24
<b>Chief Officer</b>	Stephen Booth
<b>Date</b>	27 June 2024