

## Integrated Impact Assessment (IIA)

### Stage 1 Scoping and Assessing for Relevance

#### Section 1 Details of the Proposal

<b>A. Title of Proposal:</b>	New Replacement Secondary School in Peebles
<b>B. What is it?</b>	A new Policy/Strategy/Practice <input checked="" type="checkbox"/> A revised Policy/Strategy/Practice <input type="checkbox"/>
<b>C. Description of the proposal:</b> (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate))	A new replacement secondary school will be established in Peebles from 2025 to provide secondary education provision within the Tweeddale cluster area.  The site of the new secondary school will be within the same boundary as the current school
<b>D. Service Area:</b> <b>Department:</b>	Infrastructure & Environment Capital Projects
<b>E. Lead Officer:</b> (Name and job title)	Steven Renwick Projects Manager
<b>F. Other Officers/Partners involved:</b> (List names, job titles and organisations)	Lesley Munro, Director Education, SBC John Curry, Director Infrastructure & Environment, SBC Allison Stockman, Project Assistant, SBC Gillian Sellar, Principal Solicitor, SBC Carolyn Didcock, Quality Improvement Officer, SBC Rowan Morrice, Architect, Stallan-Brand

<b>G. Date(s) IIA completed:</b>	First Version – 2020 prepared at the commencement of the project following the fire in November 2019. Second version March to June 2023 – following completion of the current design stage and community engagement.
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## Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

No
If yes, - please state here:

## Section 3 Legislative Requirements

<b>3.1 Relevance to the Equality Duty:</b>	
<p><b>Do you believe your proposal has any relevance under the Equality Act 2010?</b>  <i>(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)</i></p>	
<b>Equality Duty</b>	<b>Reasoning:</b>
<p><b>A. Elimination of discrimination (both direct &amp; indirect), victimisation and harassment.</b> <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i></p>	<p>The proposal will support the elimination of discrimination. All learners will be taught within a single building which provides a variety of spaces internally and externally for all the young people to learn and socialise. The new spacious accommodation will be accessible to all young people and will comply with all relevant design guides and building standard requirements including noise,</p>

	<p>lighting, accessibility and heating/cooling subject to agreed derogations from standard where appropriate and acceptable. The school has been designed to provide flexible use of space where pupils can be seen and where supervision is easy to implement. Areas which are secluded where bullying, isolation or intimidation might be experienced have been minimised e.g. in toilet areas. The school has been designed and will be operated to take account of the needs of the members of the school community and the additional support or learning needs that they may have.</p>
<p><b>B. Promotion of equality of opportunity?</b> <i>(Will your proposal help or hinder the Council with this)</i></p>	<p>The building will help promote equality of opportunity through the provision of an enhanced learning environment for all pupils. The provision of a range of different types and size of learning spaces promotes and supports opportunities for all, with a view to enhanced collaboration and curricular development to provide improved outcomes for all learners.</p> <p>The new school includes a specialised area for children with complex additional support needs to ensure they can access environments designed to meet specific and complex needs while also being able to have equity of access and inclusivity within the new school and be an integral part of the school community. The proposal will also provide the children within the Peebles cluster access to facilities that are similar or better to those enjoyed across other school clusters within the Borders.</p> <p>The Council recognises that education is undertaken on an individual learning pathway. In this sense a variety of learning zones, spaces and environments provides for enhanced ability for the learners to find a setting that works to their best advantage.</p> <p>The Council also recognises that a number of learners have sensory needs. The learning environment is intended to mitigate the impacts</p>

on those learners by the control of noise and acoustics, lighting, visual stimulation, air quality and smell. During the design stage, several decisions have been made by the project team. Consideration has been given to the inclusion of a 'soundfield' system comprising microphone and speaker system throughout the school in learning and teaching areas. It was considered that this would not be appropriate in favour of making best use of the current digital teaching technology offered through the Inspire project, tailored to individual learners needs.

Decisions have also been made on the properties of some of the soft furnishings within the school including carpets and wall/ceiling acoustic absorption panels to ensure compliance with current guidelines. Further decisions on colours and of other loose furniture and equipment will be made during the construction process.

The Council has moderated the internal layout of the building through engagement with the school and community. The layout now provides for an increased number of enclosed or able to be enclosed learning spaces. A post planning engagement report has been prepared and published on the Council website ([Peebles High School – New Build | Peebles High School - New Build | Scottish Borders Council \(scotborders.gov.uk\)](#))

The Council will work with the staff and outreach team of educators/specialists during the later stages of the construction to ensure that wayfinding, colour branding and the selection of loose furniture is undertaken to reduce environmental stimuli.

The Council will also work with staff and outreach team of educators/specialists to ensure that learning and teaching practice adapts to the needs of the new building setting, location, orientation layout and environmental functionality.

	<p>The new building will also provide opportunities for Community Learning and Development and for members of the community to access learning opportunities and accessible facilities.</p>
<p><b>C. Foster good relations?</b> <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i></p>	<p>The proposal will help the Council continue to foster good relations with those who have equality characteristics by ensuring that Peebles High School will provide an enhanced environment and facilities for all users of the school.</p> <p>Specific areas such as the pupil support area will provide appropriate spaces to promote nurture and provide pastoral care.</p> <p>Both the school and the Education Authority are committed to supporting all users of the school and this is predicated on building and maintaining strong relationships between staff, pupils, parents and the wider community and will happen with and outwith the formal curriculum.</p> <p>The proposed new school includes facilities and spaces that can be used by the community, clubs etc which will further enhance relationships between the school and the community e.g. 3G pitch.</p>

<p><b>3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)</b></p>		
<p>Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.</p>		
	<p><b>Impact</b></p>	

	No Impact	Positive Impact	Negative Impact	Please explain the potential impacts and how you know this
<b>Age</b> Older or younger people or a specific age grouping		✓		<p>Older People: Community based access will be encouraged within the new building to 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 Peebles/Tweeddale and its community.</p> <p>Young people and children: The building 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>
<b>Disability</b> e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		✓		<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> <p>The new school will be an improvement on the current estate, complying with the current relevant Building Regulations, British Standards and Building Bulletins all of which take cognisance of the Equalities Act. Enhanced facilities that go beyond the baseline standards are provided to accommodate individuals who have specific additional needs.</p> <p>For example, level access and lifts are provided for those with mobility issues, visual contrast is provided at doors, steps and handrails for those with sight issues, acoustic absorption and separations are provided to ensure an appropriate acoustic environment. The Enhanced Provision includes additional space per pupil, quiet rooms, sensory rooms, therapy rooms and enhanced acoustics.</p>

			<p>The new facility will be designed and assessed against the following national guidance, to ensure the school environment is fully accessible for all users.</p> <ul style="list-style-type: none"> <li>- Non Domestic Handbook 2022</li> <li>- Building Bulletin 93 – Acoustic Design of Schools: Performance standards (Feb 2015)</li> <li>- Building Bulletin 101 2018– Ventilation of school buildings: Regulations standards design guidance</li> <li>- Building Bulletin 102 – Designing for Disabled Children with Special Educational Needs: Guidance for Mainstream and Special Schools.</li> <li>- Building bulletin 103 – Area Guidelines for Mainstream schools</li> <li>- Designing for Accessibility (CAE/RIBA, 2012)</li> <li>- Specifiers’ Handbook for Inclusive Design: (CAE/RIBA, 2005)</li> <li>- BS 8300 - Design of an accessible and inclusive built environment. Buildings - code of practice</li> </ul> <p>Officers have engaged with the Peebles Parent Council and a subgroup formed by the Parent Council to be involved in the design and delivery of a new school for Peebles. There has also been engagement sessions with the parent body of the current cohort of PHS parents and the wider community in Peebles, West Linton and Innerleithen. Meetings have also been held with parents of children with disabilities and additional support needs to discuss their concerns regarding the proposed design and to provide reassurance regarding the functioning of the school. There have been numerous changes made to the internal layout of the school design following those meetings. For example the number of non-practical enclosed and semi enclosed learning spaces on first floor has been increased from 18 to 29. The assembly/performance and</p>
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				drama spaces within ground floor have been relocated to ensure that a more appropriate space/volume is provided. In both changes, it is recognised that the control of acoustic noise will be able to be achieved more efficiently.
<b>Gender Reassignment/ Gender Identity</b> anybody whose gender identity or gender expression is different to the sex assigned to them at birth		✓		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 universal WCs and changing facilities.
<b>Marriage or Civil Partnership</b> people who are married or in a civil partnership	✓			N/A
<b>Pregnancy and Maternity</b> (refers to the period after the birth, and is linked to <b>maternity</b> leave in the employment context. In the non-work context, <b>protection</b> against <b>maternity</b> discrimination is for 26 weeks after giving birth),		✓		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 universal WCs and changing facilities.  A specific risk assessment is undertaken routinely for all pregnant women.
<b>Race Groups:</b> including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		✓		The new school will ensure that accessibility for all learners complies with the Council's Accessibility Strategy and the Equality Act (2010).  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.  The school will be supported by the Council to meet the needs of refugees, migrants and asylum seekers currently in the catchment area or in the future.
<b>Religion or Belief:</b> different beliefs, customs (including atheists and those with no aligned belief)		✓		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



				<p>encouraged to reflect on the expectations of living and working in an inclusive society.</p> <p>The school layout will allow for quiet, private spaces to be designated for religious purposes such as a Prayer Room should this be required.</p>
<b>Sex</b> women and men (girls and boys)		✓		<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 all gender WCs and changing facilities.</p>
<b>Sexual Orientation</b> , e.g. Lesbian, Gay, Bisexual, Heterosexual		✓		<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><b>3.3 Fairer Scotland Duty</b></p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p><b>Is the proposal strategic?</b></p> <p>No, this is a replacement to the existing school damaged by fire in 2019 and does not materially change the groups identified below.</p> <p>This would be expanded upon in future IIAs that will be required regarding the choices made regarding furniture, equipment, decoration and sensory etc. Also how the school will be operated and managed regarding ASN / disabilities.</p> <p><b>If No go to Section 4</b></p>				

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
<b>Low and/or No Wealth</b> – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.				
<b>Material Deprivation</b> – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies				
<b>Area Deprivation</b> – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)				
<b>Socio-economic Background</b> – social class i.e. parents' education, employment and income				
<b>Looked after and accommodated children and young people</b>				
<b>Carers</b> paid and unpaid including family members				
<b>Homelessness</b>				
<b>Addictions and substance use</b>				
<b>Those involved within the criminal justice system</b>				



### 3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.

This relates to current and former armed forces personnel (regular or reserve) and their families.

**Is the Armed Forces Covenant Duty applicable?**

**No**

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

## Section 4 Full Integrated Impact Assessment Required

*Select No if you have answered “No” to all of Sections 3.1 – 3.3.*

**Yes / No** *(please delete as applicable)*

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

**If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.**

This an integrated impact assessment applicable to the current design stage for the project in which several key features may have an impact on certain sensory groups will not be decided until during the construction phase. After completion and/or post occupancy evaluation a full and final integrated impact assessment will be prepared and published.

Signed by Lead Officer:	Steven Renwick
Designation:	Projects Manager
Date:	07 June 2023
Counter Signature Director:	John Curry
Date:	07 June 2023