

Item: 12

Education, Leisure and Housing Committee: 15 November 2023.

Review of Papdale Halls of Residence Allocations Policy.

Report by Corporate Director for Education, Leisure and Housing.

1. Purpose of Report

To consider a review of Papdale Halls of Residence Allocations Policy.

2. Recommendations

The Committee is invited to note:

2.1.

That, on 5 March 2013, the Council adopted an allocations policy setting out isles pupils' entitlement to a place in Papdale Halls of Residence.

2.2.

That the prioritisation of entitlement has been reviewed, with the following changes proposed:

- Pupils resident in Hoy and Flotta added to the Priority 1 category.
- Orkney Offer pupils added as a Priority 5 category.
- The Norway exchange scheme removed from the priorities.

It is recommended:

2.3.

That the revised Papdale Halls of Residence Allocations Policy, attached as Appendix 1 to this report, be approved, with the changes in respect of the Priority 1 category taking effect from the next academic year, namely from August 2024.

3. Introduction

3.1.

On 6 February 2013, the Education, Leisure and Housing Committee noted:

- That the number of current residents at Papdale Halls of Residence exceeded the capacity of the new Halls.
- That some pupils required a place in Halls in order to access their statutory right to education at Kirkwall Grammar School (KGS).

- That there was currently no specific policy guidance on isles pupils' entitlement to a place in Halls.
- That, for isles pupils in the KGS catchment area, those with an absolute entitlement to a place at Papdale Halls of Residence in order to access KGS were as follows:
 - Pupils from Sanday, Stronsay, Westray and Papa Westray who normally transferred at beginning of S5.
 - Pupils from North Ronaldsay and Eday who transferred at the beginning of S1.
- That the Council had long recognised that circumstances were different for different pupils and their families, and had therefore been very flexible in responding to choice over many years.
- That a number of pupils had requested a place in Halls on a discretionary basis, and the Council had normally agreed to those requests.
- That, unless the Council introduced means to control entitlement to a place at Papdale Halls of Residence, future rolls may exceed the capacity of the Halls.

3.2.

The Committee recommended:

- That, from August 2014, the Council should restrict the number of residents at Papdale Halls of Residence to its capacity of 70, through the prioritisation of entitlement, in decreasing order of entitlement, as follows:
 - Pupils with an entitlement as described at [bullet point 4 of section 3.1] above.
 - Pupils from Hoy, Flotta or Egilsay who wished to attend KGS but did not wish to travel daily.
 - Pupils whose parents made placing requests with a compelling case, for example their child required courses not available at the junior high school **and in particular, those pupils who wished to transfer at the beginning of S4.**
 - Pupils from Rousay, Shapinsay or Wyre who did not wish to travel daily.
 - Pupils from Norway who were part of the exchange programme.
- That the Executive Director of Education, Leisure and Housing should undertake an engagement exercise with relevant Parent Councils in order to explain the necessity for the course of action, referred to above.
- That powers be delegated to the Executive Director of Education, Leisure and Housing to determine exceptional requests for a place at Papdale Halls of Residence, which did not meet the decreasing order of entitlement referred to above.

3.3.

At the General Meeting held on 5 March 2013, when considering the recommendations detailed above, the Council resolved that the words “and in particular, those pupils who wished to transfer at the beginning of S4” be added to the criterion detailed at paragraph 9.8.3 of the Minute of the Meeting of the Education, Leisure and Housing Committee held on 6 February 2013.

3.3.1.

The addition approved by Council is highlighted in red text at the appropriate bullet point in section 3.2 above for ease.

4. Background

4.1.

Currently pupils from islands with a shorter commute do not get automatic access to Papdale Halls of Residence. This includes Shapinsay and Rousay. There are also some islands where daily travel would require a longer commute who do not automatically access Papdale Halls of Residence including those from Hoy.

4.2.

There are other pupils who attend Kirkwall Grammar School, who do not need to stay in Papdale Halls of Residence but stay via a placing request.

4.3.

The current policy awarding places within Papdale Halls of Residence is on a priority basis as follows:

Priority 1	Comments
S5 and S6 pupils from Sanday, Stronsay, Westray and Papa Westray.	
S1-S6 pupils from North Ronaldsay and Eday.	
Priority 2	
Pupils from Hoy, Flotta, or Egilsay and Wyre who wish to attend KGS but do not wish to travel daily.	Admission is via a placing request.
Priority 3	
Pupils whose parents submit a compelling placing request.	This may cover a range of issues including socialisation, particular needs, or a requirement to undertake courses not available at the junior high school

Priority 1	Comments
	(especially S4 pupils). Placing requests should be submitted with appropriate evidence for example support from medical services / psychological services etc.
Priority 4	
Pupils from Rousay or Shapinsay who do not wish to travel daily.	Admission is via a placing request.
Priority 5	
Pupils from Norway who are part of the exchange programme.	Admission is via a placing request.

4.4.

Currently there are 52 residents living within Papdale Halls, 31 females and 21 males. Of those there are nine placing requests from the islands of Rousay, Sanday and Stronsay.

4.5.

In addition to this, there are eight pupils who reside one night per week in order to attend Orkney College under the Orkney Offer. Currently the Orkney Offer is not given any category of priority within the current policy.

5. Proposed Changes

5.1.

A review has been undertaken on the current policy and some areas have been identified as requiring an update now that some time has passed since the initial policy was implemented.

5.2.

Consideration of the priority categories has been reassessed taking into account the travel times experienced by pupils who live on the south and inner isles, namely Hoy, Flotta, Shapinsay, Rousay, Egilsay and Wyre:

	Depart from island	Return to island	Daily time off island
Hoy	07.10	18.05	10.55 hours
Flotta	06.50	18.25	11.35 hours
Shapinsay	07.30	16.00	8.30 hours
Rousay	07.45	16.30	8.45 hours
Egilsay	07.10	16.50	9.40 hours
Wyre	07.30	17.10	9.40 hours

5.3.

All these travel times experienced by pupils, as detailed in the table above, include a bus trip with Hoy in particular potentially having an extended period of travel particularly if onward travel is necessitated on Hoy. Shapinsay is the exception.

5.4.

This data shows that Hoy and Flotta pupils currently experience an extended day due to their travelling time in comparison to the other islands. It is therefore proposed that pupils from Hoy and Flotta be included in the Priority 1 category detailed in the table above.

5.5.

Currently there are no pupils resident within Papdale Halls of Residence from Hoy and Flotta. However, there are currently 10 pupils from Hoy (8 females, 2 males) who attend Kirkwall Grammar School and 11 pupils (2 females, 9 males) currently attending Stromness Academy. There are no pupils from Flotta attending Kirkwall Grammar School or Stromness Academy.

5.6.

These pupils may benefit from not traveling on a daily basis although this would be their choice and they could choose to continue to travel. The Education travel budget would be liable for these costs.

5.7.

The girls' wing is currently nearing full capacity and therefore it would not be possible to implement the updated Priority 1 immediately, but it is suggested that this be implemented in the new academic year, namely from August 2024.

5.8.

On 11 November 2015, the Education, Leisure and Housing considered a report on proposals to develop an 'Orkney Offer' for young people as they continued their education into the Senior Phase stage of Curriculum for Excellence (S4, S5 and S6).

5.9.

Pupils now have the opportunity to attend Orkney College on a Friday as part of their curriculum and therefore there is a need for some isles pupils to be able to access Papdale Halls of Residence for overnight accommodation on a Thursday evening. It is therefore proposed that Orkney Offer pupils be added to the Priority 5 category detailed in the table at section 54.3 above.

5.10.

The Norway student exchange scheme has not been taken up since before the move to the new building in 2013. Therefore, this category should be removed completely. This scheme is not currently offered but should this scheme be reintroduced then accommodation requirements would be considered at that time.

6. Equalities Impact

An Equality Impact Assessment has been undertaken and is attached as Appendix 2 to this report.

7. Island Communities Impact

A full Island Communities Impact Assessment has been undertaken and is attached as Appendix 3 to this report.

8. Corporate Governance

This report relates to the Council complying with governance and procedural issues and therefore does not directly support and contribute to improved outcomes for communities as outlined in the Council Plan and the Local Outcomes Improvement Plan.

9. Financial Implications

There will be additional costs as a result of the proposed additional pupils in respect of food and electricity. The cost of accommodating a pupil within Papdale Halls of Residence in 2022/23 was £537.65 per week.

10. Legal Aspects

10.1.

Papdale Halls of Residence comes under the definition of a school in terms of section 135 of the Education (Scotland) Act 1980.

10.2.

The Council is entitled to establish a criteria and policy for entitlement to places in Papdale Halls of Residence to ensure proper management of its educational assets.

11. Contact Officers

James Wylie, Corporate Director for Education, Leisure and Housing, extension 2477, Email james.wylie@orkney.gov.uk.

Frances Troup, Head of Community Learning, Leisure and Housing, extension 2450, Email frances.troup@orkney.gov.uk.

Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation), extension 2174, Email lesley.mulraine@orkney.gov.uk.

12. Appendices

Appendix 1: Papdale Halls of Residence Allocations Policy.

Appendix 2: Equality Impact Assessment.

Appendix 3: Island Communities Impact Assessment.



**Orkney Islands Council:
Allocations Policy for Papdale Halls of Residence
December 2014**

	DOCUMENT REF	REV	ISSUE DATE	REASON FOR ISSUE	REVIEWER	SIGN
PHOR POL 110	First draft	1	23 April 2013	New	Head of Housing and Homelessness	
PHOR POL 110	Second draft	1	2 May 2013	New	Head of Housing and Homelessness	
PHOR POL 110	Final	1	30 May 2013	Final – E, L & H approved 6 February 2013	Head of Housing and Homelessness	
PHOR POL 110	Minor review	1	11 December 2014	Minor review following opening of new building	Head of Housing and Homelessness	
PHOR POL 110	Minor Review	1		Priority classification reviewed and update on placing requests	Service Manager (Housing and Homelessness)	

This document is available, on request, in different formats such as audio format, Braille, and in large print. It can also be made available in other languages on request.

1. Introduction

Papdale Halls of Residence provides school care accommodation services for secondary school pupils from the north and non-linked south Orkney islands to enable them to access their statutory right to school aged education.

The service is offered to school pupils of between 11 and 18 years of age and is registered with the Care Inspectorate.

Our staff team work in partnership with parents to meet pupils needs. They are a team of dedicated care professionals who look after school pupils in a safe and welcoming environment in which school pupils can express themselves as individuals while developing social skills and emotional maturity, and of course seeking to reach their full academic potential.

2. Law and Good Practice

The Education (Scotland) Act 1980, section 51(1) states that an education authority shall make such arrangements as they consider necessary for the provision of any facilities in respect of pupils attending schools or other educational establishments.

Papdale Halls of Residence comes under the definition of a school in terms of section 135 of the Education (Scotland) Act 1980.

The Local Authority is entitled to establish criteria and policy for entitlement to places in Papdale Halls of Residence to ensure proper management of its educational assets.

The Equality Act 2010 (as amended) aims to ensure that no discrimination exists in respect of service provision. Orkney Islands Council has established a corporate equal opportunities policy that covers all of its activities. As part of this policy, we will ensure that equality matters are integrated within all our policies and practices. This process is known as “mainstreaming” of equality.

Papdale Halls of Residence constitutes a school care accommodation service and is regulated by the Care Inspectorate in line with the Public Services Reform (Scotland) Act 2010.

Consequently Papdale Halls of Residence subscribes to the National Care Standards for school care accommodation services. More information on the National Care Standards is available at <https://www.gov.scot/publications/national-care-standards-guide/>

3. Policy Statement

This section outlines the principles that underpin our procedures for providing school care accommodation services.

1.1 We ensure that our school care accommodation policies and procedures conform to all relevant legal and good practice guidelines. For example, the Education (Scotland) Act 1980.

1.2 We aim to prevent and alleviate discrimination in all our practices. The statutory definition¹ is as follows:

“Equal opportunities” means the prevention, elimination or regulation of discrimination between persons on the grounds of sex or marital status, or racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions such as religious beliefs or political opinions”.

We aim also to promote equality and to promote good relations between groups, for instance, between different racial groups in accordance with the Equality Act 2010.

1.3 We strive to provide good quality accommodation and related services for residents and ensure that as far as possible, Papdale Halls of Residence represents a “home from home”.

1.4 We establish close inter-agency links to ensure residents obtain a high standard of service. For instance we work closely with Kirkwall Grammar School and other schools to ensure a smooth transition and high standards of educational provision and with Orkney Health and Care in relation to the provision of medical services.

1.5 We process applications and case notes to ensure confidentiality and access to information will be in line with our legal requirements, for example, the UK General Data Protection Regulation and the Data Protection Act 2018.

¹ See the Scotland Act 1998, Schedule 5, L2. This section was amended by the Scotland Act 2016.

1.6 We monitor our practice through an effective performance management system. (Appendix 2 details current issues that are monitored). Indicators to measure performance will be developed in consultation with service users as part of our Resident Participation Strategy, and information will be publicised in both the Annual Report, Newsletters and any other form agreed with residents.

1.7 We deal with appeals in accordance with section 7 of this policy.

1.8 We review these procedures formally on a three yearly basis or more regularly as required.

Appendix 3 highlights current consultation procedures.

4. Policy in Respect of Allocations

For isles pupils in the Kirkwall Grammar School (KGS) catchment area, a large number have no feasible alternative to residing in Papdale Halls of Residence in order to access KGS as follows:

1. Pupils from Sanday, Stronsay, Westray and Papa Westray who normally transfer at the beginning of S5; and
2. Pupils from North Ronaldsay and Eday who transfer at the beginning of S1.

There are other pupils who attend KGS, who do not need to stay in Papdale Halls of Residence but may request to do so, as follows:

1. Pupils from Hoy can opt to attend Stromness Academy or KGS from the beginning of S1. Daily travel from Hoy to Kirkwall leads to an extremely long day, consequently pupils may request to stay in Papdale Halls of Residence. A similar situation applies to pupils from Flotta. , This involves being off the island between 10.55 and 11.35 hours per day.
2. Pupils from Egilsay and Wyre, involves daily travel of 9.40 hours.
3. Pupils from Rousay and Shapinsay are expected to travel daily as a general rule.

There is a need to prioritise entitlement and consequently priority will be awarded as follows:

1. Pupils whose attendance at KGS can only be facilitated if they stay in Papdale Halls of Residence (this includes pupils from Hoy or Flotta who wish to attend KGS).
2. Pupils from Egilsay or Wyre who do not wish to travel daily.

3. Pupils whose parents make placing requests with a compelling case, for example their child requires courses not available at the junior high school (particularly for S4);
4. Pupils from Rousay or Shapinsay who do not wish to travel daily; and
5. School registered pupils accessing Orkney College as part of the Orkney Offer requiring accommodation one night per week.

5. Allocations Process

Where joint custody arrangements apply, the area quoted should be the pupil's main residence that is the home where they spend the majority of their time, certainly through the school week. Generally where one parent is resident on the Orkney mainland, it is expected that residency arrangements would be facilitated to enable that child to live with that parent throughout the school week. Where a parent is resident on the Orkney mainland during the school week it would be expected that the pupil would reside with that parent. It is recognised that in a minority of cases, there may be reasons why a child cannot reside with one parent.

In considering any placing request, the best interests of the child will be considered. In order to prioritise places the following priorities will apply.

Priority 1	
S5 and S6 pupils from Sanday, Stronsay, Westray and Papa Westray	
S1 – S6 pupils from North Ronaldsay, Eday, Hoy, and Flotta	Where pupils from Hoy or Flotta wish to attend KGS.
Priority 2	
Pupils from Egilsay or Wyre who wish to attend KGS but do not wish to travel daily	Admission is via a placing request
Priority 3	
Pupils whose parents submit a compelling placing request	This may cover a range of issues including socialisation, particular needs, a wish to be beside older siblings already resident in Papdale Halls of Residence or a requirement to undertake courses not available at the junior high school (especially S4 pupils). Placing request forms should be submitted by February prior to admission for the new academic year with appropriate evidence eg support

	from medical services / psychological services etc.
Priority 4	
Pupils from Rousay and Shapinsay who do not wish to travel daily	Admission is via a placing request
Priority 5	
Pupils accessing Orkney College as part of the Orkney Offer requiring accommodation one night per week	Admission is via a placing request

The above priorities will be reviewed should a permanent adjustment be made to ferry timetables that results in pupils being away from their home island for a lesser amount of time.

Each pupil will be awarded a priority as outlined above. Priority 1 cases will be placed before consideration is given to priority 2 cases and so on. Inside each priority, awards will be made in date order from the date on which the placing request was received. Placing requests will only be considered once all placements under priority 1 have been allocated appropriately. Thereafter placing requests will only be considered where there is sufficient available space within Papdale Halls of Residence. Placing requests must be made in collaboration with the present and proposed school. At present there is no charge levied for a placing request but this position cannot be guaranteed for the future or the duration of the pupils stay.

In March each year visits to island schools are undertaken to ascertain the numbers of school pupils seeking a place at Papdale Halls from each area. Where a placing request requires to be submitted, this should be done by February, by completing the Papdale Halls of Residence placing request form (Appendix 4). A separate request is required to the school establishment. Both requests will be considered and a decision should be made by the Corporate Director of Education, Leisure and Housing and a response issued by mid April.

The National Care Standards require that children of 16 years and above occupy a single room. Consequently should sharing be required, this will be limited to younger children within Papdale Halls of Residence, and this arrangement will be used to facilitate social inclusion or to assist children who may be socially vulnerable as far as possible.

Generally Papdale Halls of Residence will be considered to be fully occupied at 70 school pupils although this number will still allow some flexibility.

6. Accessibility and Flexibility

Within Papdale Halls of Residence are 5 accessible rooms for pupils with mobility issues. Placement will be in accordance with need and equally in line with the priorities outlined above. Where possible, provided no pupil is being adversely affected, an accessible vacancy will be held to meet the needs of anyone who requires such a room throughout the year as a result of injury etc. In addition another vacant room should be held to allow flexibility in the event of damage to a room or difficulties arising amongst residents who are sharing.

Where, due to height, a resident requires a bed that is longer than standard ie one that is 2 metres 5.74 cm / 6ft 9inches in length, this will be provided in line with need.

Full-time residents will always be prioritised over visitors. However, should vacancies allow, every attempt will be made to provide overnight accommodation for children from isles who are en-route to or from a school trip and their teachers.

Only school pupils will be entitled to reside in Papdale Halls of Residence, no school staff or adults who are not school pupils will be entitled to reside in Papdale Halls of Residence for any reason with the exception of teachers or other staff accompanying children from the isles who are en-route to or from a school trip.

7. Appeals

Where an offer of accommodation is with-held from an applicant or the applicant disagrees with the category of priority, they have the right to appeal against that decision.

The applicant should be made aware of their right to appeal and be advised that independent agencies such as the Citizen's Advice Bureau can assist them with this process if they wish.

In the first instance applicants should discuss the reasons why they feel their pass is incorrect with staff within Education, Leisure and Housing at Orkney Islands Council, to ensure all relevant information has been taken into account. If the applicant still remains dissatisfied they should submit an appeal.

Applicants should notify the Corporate Director of Education, Leisure and Housing in writing, as to the reasons why they feel their placing request has been assessed incorrectly. This may include details of any independent agencies they feel may be able to support their application. Where such an appeal is received it will be acknowledged within two working days. Following receipt of the appeal the Corporate Director of Education, Leisure and Housing will write to the applicant with a decision within fourteen days.

If it is decided to amend the decision, then the applicant will be notified in writing, and their details updated accordingly.

Where the decision is made to uphold the decision to remain with the original assessment, the applicant will be notified in writing of this.

Appeals should be submitted to Corporate Director of Education, Leisure and Housing, Orkney Islands Council, School Place, Kirkwall, Orkney, KW15 1NY or by e-mail to: housing@orkney.gov.uk .

Appendices

Appendix 1: Law and Good Practice Framework

Appendix 2: Performance Indicators

Appendix 3: Consultation Arrangements

Appendix 4: Placing request form

Appendix 1: Legal and Good Practice Framework

This section provides details of key legislation that is used in respect of school care accommodation services.

Education (Scotland) Act 1980

Children (Scotland) Act 1995 (as amended)

Equality Act 2010 (as amended)

Appendix 2: Performance Indicators

No of school pupils by area

No of placing requests by area and reason

No of placing requests accepted, by area and reason

No of placing requests refused, by area and reason

All the above by equality group

Record of use of additional space (ie capacity over 70 spaces)

Appendix 3: Consultation Arrangements

This policy document deals specifically with the allocation of places within Papdale Halls of Residence. Largely this process is determined by legislative and policy requirements but it is vital to provide quality services to applicants that are sensitive to the needs of individuals.

The consultation arrangements for this document have been closely intertwined with that of the wider consultation arrangements within Papdale Halls of Residence, the Residents' Participation Strategy and ongoing assessment of the Service.

The process of consultation has involved:

- ◆ A seminar was held for elected Members to discuss the issues of providing school care accommodation services across Orkney and to scope the initial policy for placing within Papdale Halls of Residence.
- ◆ A working group of officers and representatives from Orkney Islands Council have met to discuss how the strategy might be developed in light of a range of legal and good practice requirements.
- ◆ An audit of the existing arrangements for providing the service and its effectiveness
- ◆ A review of best practice
- ◆ Consultation with Staff
- ◆ Consultation with relevant partner agencies
- ◆ Customer satisfaction questionnaire

Appendix 4

Papdale Halls of Residence

Placing Request Form for S1 to S6 – please note there is a separate process which needs to be agreed with the appropriate school in respect of the provision of school education at Kirkwall Grammar School/Stromness Academy.

Please complete in **BLOCK CAPITALS**

Child's Details			
Full Name			
Date of Birth		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Other, please specify-
Parent/Guardian Details			
Title		Full Name	
Address			
Telephone Contact Details:	Home No.		Postcode
	Mobile No.		Email
	Work No.		
Requested School			
School requested to attend			
Catchment School			
Current School Attended			
Requested Start Date		Year Group on Start date	
Additional Support Needs			
Does your child have any additional support needs		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify			

--	--

Does your child have an Individualised Education Programme (IEP) or a Co-ordinated Support Plan (CSP)

IEP	Yes <input type="checkbox"/>	No <input type="checkbox"/>	CSP	Yes <input type="checkbox"/>	No <input type="checkbox"/>
-----	------------------------------	-----------------------------	-----	------------------------------	-----------------------------

Support with English language – for children whose first language is not English

What is your child's first language?

Does your child need support with English language?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Reason for your application.
Please specify why you wish your child to attend PHoR.

--

Additional Information
(any other supporting information, such as reports from professionals, if applicable)

--

--	--

Sibling(s) attending PHoR.	
-----------------------------------	--

Full Name	Year Group

Declaration	
--------------------	--

I declare that information provided above is correct. I understand that failure to provide accurate information may result in my child's placing request being refused.	
---	--

Signature of Parent/Guardian		Date	
------------------------------	--	------	--

Data Protection	
------------------------	--

The information on this form is processed electronically for administrative purposes and is subject to the terms of the Data Protection Act 2018.	
---	--

Please complete and return this form by email to: housing@orkney.gov.uk or send it to:
 Service Manager (Housing, Homelessness & Schoolcare Accommodation)
 Education, Leisure and Housing, Council Offices, School Place, Kirkwall, KW15 1NY.



Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. Identification of Function, Policy or Plan	
Name of function / policy / plan to be assessed.	Papdale Halls of Residence Allocations Policy.
Service / service area responsible.	Housing Services.
Name of person carrying out the assessment and contact details.	Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation), Ext 2174. E-mail lesley.mulraine@orkney.gov.uk .
Date of assessment.	26 September 2023.
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	Existing – revised.

2. Initial Screening	
What are the intended outcomes of the function / policy / plan?	To ensure prioritisation of entitlement within Papdale Halls of Residence to ensure that pupils are appropriately accommodated so they can access their statutory right to education.
Is the function / policy / plan strategically important?	Yes, the Council has a statutory responsibility to ensure that all pupils are able to access education.
State who is, or may be affected by this function / policy / plan, and how.	This policy directly impacts the islands as Papdale Halls of Residence is a schoolcare accommodation for secondary school pupils from

	<p>the north and south Orkney islands to enable them to complete their education.</p>
<p>How have stakeholders been involved in the development of this function / policy / plan?</p>	<p>This is a review of an existing policy.</p> <p>Staff attend the islands prior to the new academic year and therefore provide information around the issues experienced by young people wishing to be resident in Papdale Halls of Residence who are affected by the current policy.</p> <p>There are regular discussions between Papdale Halls of Residence staff and the headteachers within isles schools.</p> <p>There have been discussions with key staff across Education, Leisure and Housing in respect of Papdale Halls of Residence Allocations Policy and the areas for review highlighted.</p> <p>There will be a need to consult / inform parents/pupils and also staff.</p>
<p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).</p>	<p>Equality Act 2010 (as amended). This is a Care Inspectorate registered service and therefore equality is central to its quality framework and is part of the self-evaluation and scrutiny process.</p>
<p>Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Guidance for Public Bodies for further information.</p>	<p>Currently there is no charge and therefore no socio-economic disadvantage.</p>

Could the function / policy have a differential impact on any of the following equality areas?	(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).
1. Race: this includes ethnic or national groups, colour and nationality.	Impact is unlikely to be significant.
2. Sex: a man or a woman.	Impact is unlikely to be significant.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Impact is unlikely to be significant.
4. Gender Reassignment: the process of transitioning from one gender to another.	Impact is unlikely to be significant.
5. Pregnancy and maternity.	Impact is unlikely to be significant.
6. Age: people of different ages.	Impact is unlikely to be significant.
7. Religion or beliefs or none (atheists).	Impact is unlikely to be significant.
8. Caring responsibilities.	Impact is unlikely to be significant.
9. Care experienced.	Impact is unlikely to be significant.
10. Marriage and Civil Partnerships.	Impact is unlikely to be significant.
11. Disability: people with disabilities (whether registered or not).	Impact is unlikely to be significant.
12. Socio-economic disadvantage.	Impact is unlikely to be significant.

3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	No.
How could you minimise or remove any potential negative impacts?	N/A.
Do you have enough information to make a judgement? If no, what information do you require?	Yes.

4. Conclusions and Planned Action	
Is further work required?	Yes.
What action is to be taken?	Consultation with stakeholders.
Who will undertake it?	Service Manager (Housing, Homelessness & Schoolcare Accommodation).
When will it be done?	January 2024.
How will it be monitored? (e.g. through service plans).	Monitoring will be five yearly as part of Housing Services' rolling review programme.

Signature:

Date: 26.9.23

Name: LESLEY MULRAINE

(BLOCK CAPITALS).

Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at hrrsupport@orkney.gov.uk

Island Communities Impact Assessment

[Papdale Halls of Residence Allocations Policy, Housing Services]

Preliminary Considerations	Response
Please provide a brief description or summary of the policy, strategy or service under review for the purposes of this assessment.	Review of Papdale Halls of Residence Allocations Policy.
Step 1 – Develop a clear understanding of your objectives	Response
What are the objectives of the policy, strategy or service?	To review Papdale Halls of Residence’s Allocation Policy which sets out how the policy prioritises entitlement to accommodation for those accessing their statutory right to education from the north and south isles. The policy is not changing for residents of the north isles. The review affects residents of the south isles and the proposal is to give pupils from Hoy and Flotta who wish to attend Kirkwall Grammar School, access to Papdale Halls of Residence.
Do you need to consult?	Yes.
How are islands identified for the purpose of the policy, strategy or service?	This policy directly impacts the islands as Papdale Halls of Residence is schoolcare accommodation for secondary school pupils from the north and south Orkney islands to enable them to complete their education.
What are the intended impacts/outcomes and how do these potentially differ in the islands?	This only impacts on the islands and is to set out a fair allocation process.
Is the policy, strategy or service new?	Policy – review.
Step 2 – Gather your data and identify your stakeholders	Response
What data is available about the current situation in the islands?	Papdale Halls of Residence and the Education Service hold relevant data on school age children.
Do you need to consult?	Yes.

How does any existing data differ between islands?	The numbers are small.
Are there any existing design features or mitigations in place?	This is a review of an existing allocation policy.
Step 3 – Consultation	Response
Who do you need to consult with?	Parents of pupils of school age whose home address is within the south isles and relevant agencies including relevant isles schools.
How will you carry out your consultation and in what timescales?	By questionnaire via parents of school age children living in the south isles. Discussion with Parent Councils on the island schools and Kirkwall Grammar School and Stromness Academy. Also discussions with Community Councils.
What questions will you ask when considering how to address island realities?	We will seek the views of relevant parents / school age children / isles schools on their views on the proposals.
What information has already been gathered through consultations and what concerns have been raised previously by island communities?	N/A
Is your consultation robust and meaningful and sufficient to comply with the Section 7 duty?	N/A
Step 4 – Assessment	Response
Does your assessment identify any unique impacts on island communities?	Yes. The impact would be on pupils (and their families) resident in the south isles.
Does your assessment identify any potential barriers or wider impacts?	No.
How will you address these?	N/A.
You must now determine whether in your opinion your policy, strategy or service is likely to have an effect on an island community, which is significantly different from its effect on other communities (including other island communities).	

If your answer is **No** to the above question, a full ICIA will NOT be required and **you can process to Step 6.**

If the answer is **Yes**, an ICIA must be prepared and **you should proceed to Step 5.**

To form your opinion, the following questions should be considered:

- Does the evidence show different circumstances or different expectations or needs, or different experiences or outcomes (such as different levels of satisfaction, or different rates of participation)?
- Are these different effects likely?
- Are these effects significantly different?
- Could the effect amount to a disadvantage for an island community compared to the Scottish mainland or between island groups?

Step 5 – Preparing your ICIA	Response
In Step 5, you should describe the likely significantly different effect of the policy, strategy or service:	This policy directly impacts the islands as Papdale Halls of Residence is schoolcare accommodation for secondary school pupils from the north and south Orkney islands to enable them to complete their education. The policy already exists and there are no proposed changes for residents of the north isles, the review will impact on residents of the south isles with school age children.
Assess the extent to which you consider that the policy, strategy or service can be developed or delivered in such a manner as to improve or mitigate, for island communities, the outcomes resulting from it.	The review of the policy is to ensure that the priority groups are appropriately considered and that it improves pupils experience of accessing education.
Consider alternative delivery mechanisms and whether further consultation is required.	N/A
Describe how these alternative delivery mechanisms will improve or mitigate outcomes for island communities.	N/A
Identify resources required to improve or mitigate outcomes for island communities.	N/A
Stage 6 – Making adjustments to your work	Response

Should delivery mechanisms/mitigations vary in different communities?	Yes the priority groups are based on various elements such as travelling time, access to Junior High, etc.
Do you need to consult with island communities in respect of mechanisms or mitigations?	Yes.
Have island circumstances been factored into the evaluation process?	Yes. This is a review of the existing policy. The policy is not changing for residents of the north isles. The proposal is to allow access to Papdale Halls of Residence for pupils from Hoy and Flotta who wish to attend KGS. this policy is already established and the proposals are to assist islands with longer commutes.
Have any island-specific indicators/targets been identified that require monitoring?	Generally monitoring of number of pupils from north and south isles requiring schoolcare accommodation.
How will outcomes be measured on the islands?	By monitoring of number of pupils and placing requests.
How has the policy, strategy or service affected island communities?	N/A
How will lessons learned in this ICIA inform future policy making and service delivery?	N/A
Step 7 – Publishing your ICIA	Response
Have you presented your ICIA in an Easy Read format?	Yes.
Does it need to be presented in Gaelic or any other language?	No.
Where will you publish your ICIA and will relevant stakeholders be able to easily access it?	Orkney Islands Council's Website.
Who will signoff your final ICIA and why?	Frances Troup, Head of Community Learning, Leisure and Housing – line manager of Lesley Mulraine.

ICIA completed by:	Lesley Mulraine
Position:	Service Manager (Housing, Homelessness & Schoolcare Accommodation)

Signature:	
Date complete:	26/09/23

ICIA approved by:	Frances Troup
Position:	Head of Community Learning, Leisure and Housng
Signature:	
Date complete:	14/09/2023