

Appendix 1

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Attainment Challenge Funding Reduction
Lead Department & other departments/ partners involved:	Educational Services
Responsible Officer	Laura Mason/ Julie Mc Grogan
Impact Assessment Team	Julie Mc Grogan – Senior Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	NEW
Start date:	09.2.22 End date: 09.2.22
Who are the main target groups/ who will be affected by the PFD ?	Children, young people and families in West Dunbartonshire
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	YES – The purpose of the PDF is to assess the impact on pupil’s education and the strategic objectives in terms of equality in West Dunbartonshire which would be may be adversely affected by the reduction in SAC funding as proposed by the Scottish Government
<i>The purpose of the PDF is to assess the impact on pupil’s education and the strategic objectives in terms of equality in West Dunbartonshire which would be may be adversely affected by the reduction in SAC funding as proposed by the Scottish Government</i>	

Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance
Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	Education Scotland Scottish Government Heads of Establishments
Research and relevant information	Attainment Data National Improvement Framework Scottish Attainment Challenge national and local reports
Officer knowledge	Core WDC Officer-Team in place since 2015 to present
Equality Monitoring information – including service and employee monitoring	All monitoring is carried out using the WDC Improvement Framework with reports to Chief Education Officer, Education Committee, Scottish Government
Feedback from service users, partner or other organisation as relevant	Feedback is conducted using the WDC Improvement Framework
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	

No Gaps identified	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief

			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
Service wide consultation on going since 2015: Feedback in all sectors from parents, children, young people, elected members and partner agencies		The likely impacts of the highly significant decrease in funding will include limiting our ability to adopt an authority wide strategic approach to a range of matters relating to raising attainment, these include - additional resources to support out of hours and holiday learning; provision of fast access to welfare / wellbeing support for parents ; family outreach support; provision of specialist staff to provide wellbeing and mental health support in schools	Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			

Disability			
Age			
Religion/ Belief			
Sexual Orientation			
Cross Cutting	<p>Long term progress had been made with data from 2019 showing improved outcomes for learners with a focus on maximising progress and embedding sustainable change.</p>	<p>The likely impacts of the highly significant decrease in funding will include limiting our ability to adopt an authority wide strategic approach to a range of matters relating to raising attainment. The requirement to work at pace to accelerate progress will be challenging. Examples of this are likely to be:</p> <ul style="list-style-type: none"> • scrutiny and challenge by excellence and equity team to support sustained improvement in schools and ELC; • additional resource to support out of hours and holiday learning; • provision of fast access to welfare / wellbeing support for parents ; family outreach support; • provision of specialist staff to provide wellbeing and mental health support in schools and provision of additional Educational Psychologist support; and 	

		<ul style="list-style-type: none"> provision of authority wide collaborative and professional learning focusing on excellence and equity. 	
Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i>			
Section 5: Addressing impacts Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan			
1. No major change			
2. Continue the PFD			
3. Adjust the PFD	Scope exists to mitigate the adverse impact on pupils arising from the reduced funding. This would lead to adaptations across key service areas.		

4. Stop and remove the PFD	
Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity

Continuation of the service review of the strategy to raise attainment and achievement		Build on progress achieved ; identify key areas of risk to delivery of improved outcomes; plan modifications to reflect the reduction in SG Funding		Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				
The reduced funding model coupled with the current context of the pandemic.				
Section 7: Monitoring and review				
Please detail the arrangements for review and monitoring of the policy				
How will the PFD be monitored?				
What equalities monitoring will be put in place?				
When will the PFD be reviewed?				
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement				
Section 8: Signatures				
The following signatures are required:				
Lead/ Responsible Officer:	Signature: Julie Mc Grogan		Date:13/01/22	
EIA Trained Officer:	Signature: Alan Munro		Date: 13/01/22	
Section 9: Follow up action				

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

