

Appendix 4

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:	Responses on Statutory Consultation for the construction of a new community campus in Faifley
Lead Department & other departments/ partners involved:	Education, Learning and Attainment Services – Education Scotland
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality and Performance Officer
Is this a new or existing PFD?	New
Start date: 16 March 2022	End date: 16 March 2022
Who are the main target groups/ who will be affected by the PFD ?	Pupils and young children within the relevant catchment area of Faifley, their parents and carers, teaching and member of school staff in the relevant establishments
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	YES – As well as economic, educational and environmental benefits from creation of the new campus there will be positive impacts on ASN children through the creation of a new Rainbow Base within the new campus.
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	The consultation has been undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010 and copies of the proposal document were made available to all stakeholders as prescribed by the Act. The consultation ran from Thursday 30 September 2021 until Wednesday 17 November 2021.
Research and relevant information	Research was conducted via public meeting which were advertised on the Council's website, through public notices in local newspapers and on social media. Relevant stakeholders were contacted by email and provided with an electronic link to the website. A virtual public consultation meeting was held together with public socially distanced consultation meeting at St. Joseph's Primary School on 5 October 2021. The Council's consultation web page provided a link to the online survey with background information and details on how the public could participate in the survey. A direct telephone line and email address were also set up to deal with queries.
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	Education Scotland Report Education, Learning and Attainment Services Consultation Report
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	None 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
Statutory consultation in accordance with Schools (Consultation) (Scotland) Act 2010	30/9/21 to 11/11/21	Positive impacts for children with complex needs through the creation of a new Rainbow Base within the new Faifley Campus	Disability
			Age
			Religion/ Belief

			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
Statutory consultation in accordance with Schools (Consultation) (Scotland) Act 2010	30/9/21 to 11/11/21	As well as educational, economic and environmental benefits there are a range of positive potential outcomes in terms of equality groups, the school community and relationships with neighbours. Taken as a whole, the campus proposals shall produce a better facility for all users as a result.	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	The creation of the new Rainbow Additional Support		

	Needs Base will have a positive impact and will provide a range of modern and appropriate facilities for the educational, support and care needs of children with complex needs.		
Age			
Religion/ Belief			
Sexual Orientation			
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	
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
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

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?	The PFD will be subject to extensive monitoring throughout the project by all partners
--	--

When will the PFD be reviewed?	
--------------------------------	--

Is there any procurement involved in this PFD? If	YES – Officers are aware of equality and diversity guidance on
---	---

yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	procurement	
Section 8: Signatures		
The following signatures are required:		
Lead/ Responsible Officer:	Signature: Laura Mason – Chief Education Officer	Date: 22/2/22
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 22/2/22
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: