

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:	Implementation of Pupil Equity Fund (PEF)
Lead Department & other departments/ partners involved:	Education, learning and Attainment
Responsible Officer	Claire Cusick Senior Education Officer
Impact Assessment Team	Claire Cusick Senior Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 2 June 2019	End date: 2 June 2019
Who are the main target groups/ who will be affected by the PFD ?	Pupils across all sectors in West Dunbartonshire who are in receipt of a free school meal, their parents and carers, all school staff
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – PEF is designed to ensure equity for those most affected by poverty. It allows HTs to lead their school communities in planning for effective interventions to close the poverty related attainment gap between children in the lowest deciles and their peers. National operating models ensure HTs and LA' s are clear of their roles and the expectations of spending and are using data consistently to identify and target support at those who need it most. It recognises that schools are best placed to close the gap when working with partners and in the development of positive relationships.
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	There has been consultation with HT's, practitioner forums, Education central staff and Trade Union Colleagues. Schools must consult with partners in their community and ensure their views are reflected in the decisions made about spend and interventions for equity.
Research and relevant information	Scottish Government Documentation – National Operating Guidance Scottish Attainment Challenge, Pupil Equity Funding, GIRFEC, Children and Young People (Scotland) Act2014
Officer knowledge	Feedback from professional learning visits and dialogue at professional forums, PEF panel feedback and monitoring , school reporting on plans
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	Participants at professional forums such as/HT PT/DHT/ASN and Curriculum leaders' have indicated they welcome PEF , guidance and advice and value the positive impact on the raising attainment agenda for those most at risk of missing out.
Other	

Are there any gaps in evidence? Please indicate how these will be addressed

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
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation

			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			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	N/A		
Sex			
Gender Re-assignment			
Disability			
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.			
---	--	--	--

Note: Link to Section 6 below Action Plan in terms of addressing impacts

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
N/A				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

No

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?	Yes, we will monitor impact of PEF to determine positive impact on those it is intended for.
When will the PFD be reviewed?	termly
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	Yes, I have read the guidance

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Claire Cusick Senior Education Officer	Date: 2/5/19
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 2/5/19

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:CCusick	Date:2/5/19

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: CCusick	Date:5/6/19
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:27/5/19