

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:	Scottish Youth Parliament
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 1 December 2021	End date: 1 December 2021
Who are the main target groups/ who will be affected by the PFD?	Primary and secondary sector pupils within 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 PDF proposes extending membership of the Education Services Committee to include two Scottish Youth Parliament members. In doing so, the aim is to allow the voice of young people in West Dunbartonshire to participate and influence local educational matters as key stakeholders.
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	
Research and relevant information	The participation by Scottish Youth Parliament members on the committee will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child.
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
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
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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	Inclusion of and participation by Scottish Youth Parliament members will allow them to have a direct impact on educational decisions affecting children and young people in West Dunbartonshire.		
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.			
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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
				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

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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: Laura Mason – Chief Education Officer	Date: 16/11/21
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 16/11/21

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:

<p>Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary</p>	<p>Signature:</p>	<p>Date:</p>
<p>Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team</p>	<p>Signature:</p>	<p>Date:</p>