

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: 9 February 2022 | End date: until reviewed |
| 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 PFD will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position (if aged 16 years or over) within the Educational Services Committee |
| 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 inclusion of youth in democratic process is not unusual or contentious. Given the Council's Duty of Care in this context in relation to age and the necessary exclusion of the young people from certain matters of Council business, it was felt sufficient that consultation be conducted with the Education Services Committee only. |
| Research and relevant information | |
| Officer knowledge | Officers are aware of the significant voice, presence and impact of young people in both local and global matters. The inclusion of Scottish Youth Parliament members is seen as a positive contribution to the democratic process in West Dunbartonshire. |
| 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 | Nothing 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 |
| Educational Services Committee | 01.12.21 | Discussion around the proposal and good debate with Members around the benefits and risks of having the Scottish Youth Parliament members join the Educational Services Committee | Age |
| | | | Religion/ Belief |
| | | | Sexual Orientation |
| | | | Civil Partnership/ Marriage |
| | | | Pregnancy/ Maternity |
| | | | Cross cutting |
| <i>Note: Link to Section 6 below Action Plan 9</i> | | | |

| Section 4: Analysis of positive and Negative Impacts | | | |
|---|--|------------------------|------------------|
| Protected Characteristic | Positive Impact | Negative Impact | No impact |
| Race | | | |
| Sex | | | |
| Gender Re-assignment | | | |
| Disability | | | |
| Age | The inclusion of youth members will create fairer representation and allow broader opinion and debate on Council business | | |
| Religion/ Belief | | | |
| Sexual Orientation | | | |
| Cross Cutting | The presence of members of Scottish Youth Parliamentarians on the Educational Services Committee will add an additional dimension to the Committee and will contribute in supporting adoption of the principles in The United Nations Convention on the Rights of the Child by allowing the youth representatives a voice and voting position (if aged 16 years or over) within the Educational Services Committee | | |

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|---|--|--|--|
| 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

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|----------------------------|-------------------------------|
| 1. No major change | No major change is envisaged. |
| 2. Continue the PFD | |
| 3. Adjust the PFD | |
| 4. Stop and remove the PFD | |

Give reasons:

Note: Link to Section 6 below Action Plan

| 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 Requirement | | Recommendation that voting Scottish Youth Parliament members are required to be over the age of sixteen years. | | Age |
| | | | | Religion/ Belief |
| | | | | Sexual Orientation |
| | | | | Civil Partnership/ Marriage |
| | | | | Pregnancy/ Maternity |
| Exclusion of youth members from specific matters of Council business | | Agreement reached on the recommendation that youth members be excluded from consideration of matters covered by consultation under the Schools Consultation (Scotland) Act 2010, or any matter, which may directly involve the management of their particular school. | | 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: 17/1/22 |
| EIA Trained Officer: | Signature: Alan Munro – Quality & Performance Officer | Date: 17/1/22 |
| 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: |

