

Equality and Diversity Rapid Impact Assessment Tool

Part 1

<p>Date of assessment 12 August 2010</p>	<p>Title of document being assessed Revised Arrangements To Process Requests For Education At Home: 2011-2012 Onwards</p>
<p>1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/></p>	<p>This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/></p>
<p>2) Please give a brief description of the policy, procedure, strategy or practice being assessed.</p>	<p>This is a report to the Education Committee, seeking approval for the delegation of powers to the Director of Education to approve consent for parents/carers to withdraw their children from school and educate at home.</p>
<p>3) What is the intended outcome of this policy, procedure, strategy or practice?</p>	<p>See 2) above</p>
<p>4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.</p>	<p>The Education (Scotland) Act 1980</p>
<p>5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.</p>	<p>No. This proposal potentially applies to all parents/carers, not just protected communities. It is open to any parent/carer to seek to educate at home.</p>
<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Lina Waghorn, Head of Primary Education David Johnstone, Quality Improvement Officer John Lannon, Principal Officer, School Community Support Service</p>
<p>7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)</p>	<p>No</p>

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (all young people who might be educated at home)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>The proposal will streamline the current procedure and enable prompt decisions to be communicated to parents/carers.</p>
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice)</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>N/a</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>N/a</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>No</p>

Part 4

Name of Department or Partnership Education Department

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input checked="" type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

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Signature of author of the policy:		Date 12.08.10
Signature of Director / Head of Service area:		Date 12.08.10
Name of Director / Head of Service:	Jim Collins	
Date of next policy review:	N/a	