

Dundee City Council

Rapid Impact Assessment Tool

for

Single Equality Scheme

Education Department's

Annual Report 2011

DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 26/01/2012	Title of document being assessed: Single Equality Scheme, Education Department Annual Report
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	Dundee City Council is required to report annually on progress within the Single Equality Scheme (SES) Action Plan. This report comprises the Education Department's annual review of progress within the specific Education Action Plan of the SES
3) What is the intended outcome of this policy, procedure, strategy or practice?	The report will illustrate the progress and good practice with regard to protected groups within the service provided by the Education Department.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<ul style="list-style-type: none"> • Dundee City Council, Single Equality Scheme • "What equality law means for you as an education provider-schools" Equality and Human Rights Commission • Equality Act 2010 • Annual returns from educational establishments
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Educational establishment provided a return which detailed the progress they have made and the provision they routinely make for the community they serve. Within this return, there is scope to detail feedback from stakeholders.
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Paul Clancy, Head of Secondary and Support for Learning Elspeth Walker, Education Manager, Support for Learning
7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (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?)	No

Part 2

Which protected characteristics communities 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.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state) The purpose of this report is to inform the reader of progress within an existing impacted assessed policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)	<p>If yes please give further details</p> <p>There are many examples of good practice evidenced across educational establishments.</p>
2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)	<p>If yes please give further details</p> <p>No</p>
3) What action is proposed to overcome any negative impacts? E.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. see Good Practice on DCC equalities web page	<p>Please give further details</p> <p>N/A</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? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)	<p>If yes please give further details</p> <p>N/A</p>
5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.	<p>If yes please give further details</p> <p>N/A</p>
6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)	<p>Please give details</p> <p>Data is collected through a variety of sources particular to education e.g. SEEMIS, Support for Pupils, annual census, bi-annual parent and pupil surveys, annual school reviews.</p>

Part 4**Name of Department or Partnership: Education Department****Type of Document**

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

Contact Information

Manager Responsible		Author Responsible	
Name	Michael Wood	Name	Elspeth Walker
Designation:	Director of Education	Designation:	Education Manager, Support for Learning
Base	Dundee House	Base	Dundee House
Telephone	01382 433088	Telephone	01382 433785
Email	michael.wood@dundeecity.gov.uk	Email	elspeth.walker@dundeecity.gov.uk

Signature of author of the policy:

Date

Signature of Director / Head of Service area:

Date

Name of Director / Head of Service:

Date of next policy review: