

# DUNDEE CITY COUNCIL

## Equality and Diversity Rapid Impact Assessment Tool

### Part 1

Date of assessment <b>19 July 2010</b>	Title of document being assessed <b>REVENUE BUDGET 2011 - 2014 : SAVINGS PROPOSALS Restructure Secondary School Management- including Guidance</b>
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"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	Secondary Schools are currently managed through a Senior Management Team, comprising of a Head Teacher and Depute Head Teachers and a Business Manager. In addition to this within the middle management of the school there are a number of Principle Teachers and Guidance Teachers.
What is the intended outcome of this policy, procedure, strategy or practice?	The intended outcome to re-examine the formula for allocating DHTs and Guidance staff that better reflects the increased prominence in the role of middle management, the introduction of the Business Manager, and the increase of pastoral support being offered by classroom teachers as a result of a methodological shift through Curriculum for Excellence as well as changing practices in tracking, target setting and mentoring pupils.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Curriculum for Excellence documentation including Building the Curriculum 1-5.
Has any consultation or involvement with protected communities informed this assessment? If yes, please give details.	N/A
Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	Jim Collins, Michael Wood, Roy Simon, Paul Clancy
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?)	Further information needs to be analysed in relation to Guidance and DHT workload  Yes, those to be consulted include: - Head Teachers - Trade Unions - Human Resources (Personnel) - School staff involved in changes

## Part 2

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

	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"/>
Transgender	<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 (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part 3

### Equality and Diversity Rapid Impact Assessment

a) 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)	If yes please give further details
b) Have any negative impacts been identified?  (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)	If yes please give further details  None identified
c) What action is proposed to overcome any negative impacts?	Please give further details  N/A
d) 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 seek legal advice)	If yes please give further details  N/A
e) 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 communities a Full Equality Impact Assessment may be required) Seek advice from your	If yes please give further details  No

departmental Equality Champion.	
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#### **Part 4**

#### **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 checked="" type="checkbox"/>
Other	<input type="checkbox"/>

### Contact Information

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Signature of author of the policy, procedure or strategy:

Head of Department and Service area:

**Date of next policy review:**