

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

Introduction to the EQIA screening process

A successful EQIA screening will look at 5 key areas:

1. Identify the Policy, Project, Service Reform or Budget Option to be assessed

A clear definition of what is being screened and its aims

2. Evidence & Engagement

Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)

3. Differential Impact

Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level

4. Outcomes and Action

Develop an action plan to make changes where a negative impact has been assessed

5. Monitoring Outcomes and Next Steps

Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

Promoting Positive Relationships (PPR) Inclusion Service

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

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b) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

The Promoting Positive Relationships (PPR) inclusion Service has offered support and advice to schools, hospitals and practitioners to re-engage young people at risk of missing out on education. Often these young people were deemed to have social, emotional and behavioural needs (SEBN) which impacted negatively on their ability to engage in learning. The PPR Inclusion Service had a complement of 19.7 FTE Educational staff and 2 Support for Learning Workers and 3 Child Development Officers.

Almost all staff have been re-deployed although due to absence there are two staff still to be redeployed upon return to work.

The proposal is to close the promoting Positive Relationships Inclusion service on 19th Dec 2014 and replace it with a service more focused on meeting the identified needs of children and young people.

Promoting Positive Relationships (PPR) Inclusion Service

C Name of officer completing assessment Pauline Harte HT SEBN Glasgow 16 12 14

D) Assessment Verified by (signed and date)

Samir Sharma QIO 18.12.14

2. EVIDENCE & ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact negatively or positively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. This will provide you with what do you need to know that will provide you with evidence of the needs of the diverse population and their needs.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to; Gender, BME, Disabled people, LGBT, older people, children & young people or faith & belief.	Do you intend to set up your own consultation? If so, please list the main issues that come from this consultation.
<p>An SEBN Secondary Steering group sat through Feb - May 2014. It was made up of representatives from education, education psychological services, social work and health, It reported to the Education Directorate that there needed to be more focused work on building capacity within Glasgow to ensure young people's needs were targeted timeously.</p>	<p>This refers in particular to young people in Glasgow who may have experienced trauma, complex trauma and /or attachment issues. These children and young people may also present challenging behaviours due to their difficulties.</p>	<p>We wish to build on this work through close articulation across all enhanced providers with young people who could be in danger of missing out on education. We aim to bring together a small bespoke service which will be able to respond timeously to the needs of often learners who have SEBN learners.</p>

3. DIFFERENTIAL IMPACT

Use the table below to tick where you think the project, policy or strategy has either a negative impact (could disadvantage them) or a positive impact (contributes to promoting equality or improving relations within an equality group), based on the evidence you have collated

		Positive Impact – it could benefit an equality group	Good Practice/ Promotes Equality or improved relations	Negative Impact – it could disadvantage an equality group	Reason for Change in Policy or Policy Development
GENDER	Women	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Men	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small

Promoting Positive Relationships (PPR) Inclusion Service

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		need.	trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
RACE	Asian People	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously

Promoting Positive Relationships (PPR) Inclusion Service

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					using a wide range of resources.
	Black People	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Chinese People	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from

Promoting Positive Relationships (PPR) Inclusion Service

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			blended Education, training and work experience programme through closer articulation with other SEBN services.		Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	White People	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	People of mixed	All these young	These young people		Glasgow City Council

Promoting Positive Relationships (PPR) Inclusion Service

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	race	people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	European People (Polish, Greek, Italian, etc)	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these

Promoting Positive Relationships (PPR) Inclusion Service

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			through closer articulation with other SEBN services.		young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
DISABILITY	Physical disability	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Sensory Impairment (sight, hearing,)	All these young people will receive support as required. This support will be	These young people will be able to more easily access a bespoke curriculum		Glasgow City Council Education Services aim to provide a more targeted response to

Promoting Positive Relationships (PPR) Inclusion Service

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		more targeted and evaluated through rigorous review of need.	including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Mental Health Issues	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young

Promoting Positive Relationships (PPR) Inclusion Service

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					people's needs and respond to these flexibly and timeously using a wide range of resources.
LGBT	Lesbians	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Gay Men	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small

Promoting Positive Relationships (PPR) Inclusion Service

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		need.	trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
	Bisexual	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously

Promoting Positive Relationships (PPR) Inclusion Service

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	Transgender	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of need.	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.
AGE	Older People (60 +)	N/A			
	Younger People (16-25)	N/A			
	Children (0-16)	All these young people will receive support as required. This support will be more targeted and evaluated through rigorous review of	These young people will be able to more easily access a bespoke curriculum including Sexual health and relationship Education through		

Promoting Positive Relationships (PPR) Inclusion Service

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		need.	trained practitioners. There will be more opportunity to take up a blended Education, training and work experience programme through closer articulation with other SEBN services.		
MARRIAGE & CIVIL PARTNERSHIP	Women	N/A			
	Men	N/A			
	Lesbians	N/A			
	Gay Men	N/A			
PREGNANCY & MATERNITY	Women	N/A			
RELIGION & BELIEF	Input *	No difference Service experience the same regardless of belief Inclusion support Re-integration into mainstream Transition support Health and Wellbeing Development SHANARRI Indicator Development Statutory education	Emotional Literacy Development, including interpersonal relationships and empathy and development of a positive and cohesive sense of self.		Glasgow City Council Education Services aim to provide a more targeted response to the needs of the most vulnerable. From 5 th January 2015 a small team of teaching and employability staff will work together from Westmuir High School to provide a bespoke service for these young people. This

Promoting Positive Relationships (PPR) Inclusion Service

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		entitlement for learners not attending school for social, emotional, mental health, family, child protection, legal reasons			team will identify individual young people's needs and respond to these flexibly and timeously using a wide range of resources.

* There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts

Promoting Positive Relationships (PPR) Inclusion Service

Continue to answer or tick the following questions where the initial screening (above) indicated that there may be a negative impact on certain equality groups. ** Equality Legislation listed a back of this document.

IMPACT	YES	NO
HIGH		
There is substantial evidence and/or concern that people from different groups or communities are (or could be) differently affected by the policy.		
MEDIUM		
There is some evidence and/or some concern that people from different groups or communities are (or could be) differently affected		
LOW		
There is little or no evidence that some people from different groups or communities are (or could be) differently affected.	YES	
Does the negative impact breach any of the equality legislation? **		
	Immediately	Within next 6 months
The negative impact requires action to be taken	NO	NO

** See summary of legislation in appendix at the back of this form (you may also require to refer directly to the Equality Act 2010)

4. OUTCOMES AND ACTION

SCREENING ASSESSMENT OUTCOME ACTIONS

Screening Outcome	Yes /No /Not At This Stage	Further Action Required	Lead Officer	Timescale for Resolution
Was a significant impact from the project, policy or strategy identified?	Yes	Through weekly meetings with the manager of the PPR Inclusion Service Oct – Dec 2014 we have aimed to seamlessly continue or re-direct support to vulnerable young people from Jan 15. Proceed with continued efforts to better target supports to the individual needs of children and young people.	Pauline Harte Margaret McKinlay Pauline Harte	Will commence on 5 th January 2015. Professional dialogue underway. Professional discussions taking place with Education officers and associated Quality Improvement Officers (QIOs) Protocols to be developed by end of March 2015.
Does the project, policy of strategy require to be amended to have a positive impact?	No			
Does a Full Impact Assessment need to undertaken at this time?	No			
If none of the above is required, please recommend the next steps to be taken. (i.e. is there a strategic	The new service will evaluate education and training plans for	There will be continuous evaluation of the provision of education to the most reluctant learners through weekly meetings with lead officer and teachers to	Pauline Harte	Jan - Mar 2015

Promoting Positive Relationships (PPR) Inclusion Service

group that can monitor any future impacts as part of implementation?)	learners on a weekly basis	ensure engagement. Further protocols will be developed to manage outreach/inclusion support to schools.	Margaret McKinlay Pauline Harte	Jan – Mar 2015
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5. MONITORING OUTCOMES AND NEXT STEPS

The equalities impact assessment screening is not an end in itself but the start of a continuous monitoring and review process.

It is our responsibility to identify any current, new or developing issues raised by the community.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

- race
- sex
- sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
- disability (or because of something connected with their disability)
- religion or belief
- being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex – called ‘gender reassignment’ in law)
- having just had a baby or being pregnant
- being married or in a civil partnership, and
- age.

Further information: <https://www.gov.uk/equality-act-2010-guidance>

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices gather, use and publish employee information
- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: <http://www.equalityhumanrights.com/about-us/devolved-authorities/the-commission-in-scotland/legal-news-in-about-us/devolved-authorities/the-commission-in-scotland/articles/understanding-the-scottish-specific-public-sector-equality-duties>

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.