

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. Gathering Evidence & Stakeholder Engagement

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

3. Assessment & Differential Impacts

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

4. Outcomes, Action & Public Reporting

Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publically reported

5. Monitoring, Evaluation & Review

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.

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

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

Review of MCR Pathways:

b) Reason for Change in Policy or Policy Development

Review of the MCR Pathways Programme, which has developed since being presented as a Budget Option at Full Council in February. A number of options have been scoped, and in line with a proposal to the City Administration Committee in June 2024, option 4 from that paper is now being considered.

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

This proposes a refocussing of our work between MCR Pathways and schools. It still retains MCR capacity but also reflects changes in schools since the MCR coordinators started working in schools, including reflecting links into complementary third sector and partnership work, and a strengthened employability offer for all schools.

d) Name of officer completing assessment (signed and date)

Jean Miller

2. GATHERING EVIDENCE & STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> ➤ age ➤ disability, ➤ race and/or ethnicity, ➤ religion or belief (including lack of belief), ➤ gender, ➤ gender reassignment, ➤ sexual orientation ➤ marriage and civil partnership, ➤ pregnancy and maternity, 	Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.
Budget 2024-27	Children and Younger People primarily; although necessarily other protected characteristics will be included as part of the cohort.	Not at this stage

3. ASSESSMENT & DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
SEX/ GENDER	Women	See Protected Characteristic (PC) on Age	See Protected Characteristic (PC) on Age	
	Men	See PC on Age	See PC on Age	
	Transgender	See PC on Age	See PC on Age	
RACE*	White	See PC on Age	See PC on Age	
<i>Further information on the breakdown below each of these headings, as per census, is available here. For example Asian includes Chinese, Pakistani and Indian etc</i>	Mixed or Multiple Ethnic Groups	See PC on Age	See PC on Age	
	Asian	See PC on Age	See PC on Age	
	African	See PC on Age	See PC on Age	
	Caribbean or Black	See PC on Age	See PC on Age	
	Other Ethnic Group	See PC on Age	See PC on Age	
DISABILITY	Physical disability	See PC on Age	See PC on Age	
<i>A definition of disability under the Equality Act 2010 is available here.</i>	Sensory Impairment (sight, hearing,)	See PC on Age	See PC on Age	
	Mental Health	See PC on Age	See PC on Age	

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Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
	Learning Disability	See PC on Age	See PC on Age	
LGBT	Lesbians	See PC on Age	See PC on Age	
	Gay Men	See PC on Age	See PC on Age	
	Bisexual	See PC on Age	See PC on Age	
AGE	Older People (60 +)	N/A	N/A	
	Younger People (16-25)	Positive impact of the role of mentors is maintained to ensure the 'one trusted adult' approach continues to benefit some care experienced and other potentially vulnerable young people. With the Coordinators part of Glasgow's Virtual School structure, we would hope that there will be a more coordinated approach for young people who are care experienced and bespoke opportunities for them. - -	- Since some provisions will no longer form the core offer from partnerships it may be possible some schools don't continue with them e.g group work support. Embedding the new structure within GVS will also take time and may result in some operational impacts whilst this is happening.	Although the MCR programme is not specifically targeted at social deprivation, it does support many young people from areas of socio-economic deprivation. MCR Pathways will remain a positive impact in continuing to support vulnerable Children and Younger People in areas of social deprivation. Also, many of our care experienced young people are socially disadvantaged and this is still target group 1 for work with MCR. However, it should be noted that there are criteria for young people who are allocated a mentor through the programme and this results in some of our most vulnerable and disengaging care experienced young people linking in with GVS for additional support and not MCR coordinators.

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Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
	Children (0-16)	- AS above	- AS ABOVE	- AS ABOVE
MARRIAGE & CIVIL PARTNERSHIP	Women	See PC on Age	See PC on Age	
	Men	See PC on Age	See PC on Age	
	Lesbians	See PC on Age	See PC on Age	
	Gay Men	See PC on Age	See PC on Age	
PREGNANCY & MATERNITY	Women	See PC on Age	See PC on Age	
RELIGION & BELIEF** A list of religions used in the census is available here .	See note	See PC on Age	See PC on Age	

* For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** 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. A list of religions used in the census is available [here](#).

Summary of Protected Characteristics Most Impacted

Age is the characteristic most immediately impacted by the proposal. In particular Children and Younger People. The impact continues to be positive for children and younger people as the MCR pathways approach will link in and be supported - effectively -through it structurally being part of Glasgow's Virtual School and the involvement of a range of partnerships and other offers within schools.

Summary of Socio Economic Impacts

As above; continuation of service and schools having more developed partnership links as well as a strong employability offer will continue to deliver for Children and Young People in areas of socio – economic deprivation.

Summary of Human Rights Impacts

This proposal continues to vindicate Protocol 1, Article 2 by protecting the right to an effective education

4. OUTCOMES, ACTION & PUBLIC REPORTING

Screening Outcome	Yes /No Or / Not At This Stage
Was a significant level of negative impact arising from the project, policy or strategy identified?	Not at this stage.
Does the project, policy or strategy require to be amended to have a positive impact?	Not at this stage.
Does a Full Impact Assessment need to be undertaken?	Not at this stage EQIA to be further developed if proposal agreed at CAC.

<p style="text-align: center;">Actions: Next Steps</p> <p style="text-align: center;">(i.e. is there a strategic group that can monitor any future actions)</p>		
Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)
<p>Lead on establishing partnership links</p> <p>Support implementation of proposed MCR pathways model.</p>	<p>Education Directorate</p> <p>Structured under Glasgow’s Virtual School who report monthly to the Head of Inclusion and termly reports to the Area Improvement Teams (AIT) chaired by the heads of Service. Both will review and support implementation</p>	<p>Bi- annual review scheduled. Directorate will also review as and when required as implementation progresses. This will be a scheduled item for the Directorate on 20/09/24 and 24/01/24.</p> <p>Monthly reports to Head of Inclusion will discuss resolution of issues and this will be further discussed at each AIT - in line with Area Partnership Meeting schedules.</p>

Public Reporting

All completed EQIA Screenings are required to be publically available on the [Council EQIA Webpage](#) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](#): Pgs. 11-12)

5. MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

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

Further information: [Equality Act 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: [Understanding Scottish Specific Public Sector Equality Duties](#)

Fairer Scotland Duty

Authorities should also consider Socio-Economic Impacts where appropriate. Further information: [Fairer Scotland Duty Interim Guidance](#)

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.