

**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.

## Joint Efficiency Savings with Cordia

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

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

Joint Efficiency Savings with Cordia

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

The Joint Efficiency Savings with Cordia are a budget option for Education Services. Areas contained within this area are:

- Window cleaning in primary schools. This option will reduce window cleaning from 2 cleans to one clean per annum
- Review of janitorial cover in primary schools for adjacent schools. Potential to share janitorial provision
- Tied houses for janitorial staff in primary schools. Phased approach to reducing the number of tied housing in the Education estate.

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

Caroline Rickard 16 Dec 14

## Joint Efficiency Savings with Cordia

d) Assessment Verified by (signed and date)

Samir Sharma 19/12/14

## 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.
Consideration has been given to all aspects of the business. This approach minimises impact on teaching and learning provision.	children & young people	no

### 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 a 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
<b>GENDER</b>	Women	N/A			
	Men	N/A			
<b>RACE</b>	Asian People	N/A			
	Black People	N/A			
	Chinese People	N/A			
	White People	N/A			
	People of mixed race	N/A			
	European People (Polish, Greek, Italian, etc)	N/A			
<b>DISABILITY</b>	Physical disability	N/A			
	Sensory Impairment (sight, hearing, )	N/A			
	Mental Health Issues	N/A			
<b>LGBT</b>	Lesbians	N/A			
	Gay Men	N/A			
	Bisexual	N/A			
	Transgender	N/A			
<b>AGE</b>	Older People (60 +)	N/A			
	Younger People (16-25)	N/A			
	Children (0-16)				
<b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>	Women	N/A			

## Joint Efficiency Savings with Cordia

		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
	Men	N/A			
	Lesbians	N/A			
	Gay Men	N/A			
<b>PREGNANCY &amp; MATERNITY</b>	Women	N/A			
<b>RELIGION &amp; BELIEF</b>	Input *	N/A			

\* 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

## Joint Efficiency Savings with Cordia

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

\*\* 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?	Not at this stage	N/A		
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 <b>next steps</b> to be taken.  (i.e. is there a strategic group that can monitor any future impacts as part of implementation?)				

## **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.