

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.

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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

Section 51 of the Education (Scotland) Act 1980 requires authorities to make arrangements as they consider necessary for the provision of free school transport.

The current statutory provision defined in Section 42(4) of the 1980 Act states those children under the age of 8 years and that live more than 2 miles from their catchment school, and all those over 8 years and who live more than 3 miles from their catchment school will be entitled to free school transport.

Education Services in Glasgow has provided an enhanced service until now of all children in attendance at their primary catchment school that live more than 1.2 miles from school, and Secondary children and young people who live more than 2.2 miles from their catchment school being entitled to free school transport.

It is no longer sustainable for Education Services in Glasgow to continue to provide this enhanced service provision which has been in place for a number of years, this requires to be rationalised, and brought in line with the statutory minimum requirements.

However it will still be the case that all children in attendance at their catchment primary and who live more than 2 miles from the school will be entitled to free school transport and not only those under the age of 8 years as per the current statutory recommendations.

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

Marion Gow 16.12.14

d) Assessment Verified by (signed and date)

Samir Sharma 18.12.14

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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.
Current pupil transport records show the likely impact on pupils in attendance at mainstream primary and secondary schools in receipt of free school transport.	Early indications show there may be a greater impact within the denominational sector. This is due to a greater number of pupils being in attendance.	n/a

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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
GENDER	Women				
	Men				
RACE	Asian People				
	Black People				
	Chinese People				
	White People				
	People of mixed race				
	European People (Polish, Greek, Italian, etc)				
DISABILITY	Physical disability	Special needs transport provision will continue to be assessed on a personal basis. Resource better aligned to priority need and policy of presumption of mainstream educational provision.			Best Value accountable service provision
	Sensory Impairment (sight, hearing,)	Special needs transport provision will continue to be assessed on a personal basis.			Best Value accountable service provision

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		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
		Resource better aligned to priority need and policy of presumption of mainstream educational provision.			
	Mental Health Issues	Special needs transport provision will continue to be assessed on a personal basis. Resource better aligned to priority need and policy of presumption of mainstream educational provision.			Best Value accountable service provision
LGBT	Lesbians				
	Gay Men				
	Bisexual				
	Transgender				
AGE	Older People (60 +)				
	Younger People (16-25)	Special needs transport provision will continue to be assessed on a personal basis. Resource better aligned to priority need and policy of presumption of			Best Value accountable service provision

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		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
		mainstream educational provision.			
	Children (0-16)	Special needs transport provision will continue to be assessed on a personal basis. Resource better aligned to priority need and policy of presumption of mainstream educational provision.			Best Value accountable service provision
MARRIAGE & CIVIL PARTNERSHIP	Women				
	Men				
	Lesbians				
	Gay Men				
PREGNANCY & MATERNITY	Women				
RELIGION & BELIEF	Input *				

* 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

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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.		
Does the negative impact breach any of the equality legislation? **		
	Immediately	Within next 6 months
The negative impact requires action to be taken		

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

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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?				
Does the project, policy of strategy require to be amended to have a positive impact?				
Does a Full Impact Assessment need to undertaken at this time?				
<p>If none of the above is required, please recommend the next steps to be taken.</p> <p>(i.e. is there a strategic group that can monitor any future impacts as part of implementation?)</p>		<p>The next steps to be taken will be to review the impact of change across all mainstream denominational and non denominational schools when the new statutory mileage criteria applied. Attendance records at those schools affected greater by the change in mileage criteria to be monitored.</p>	<p>David McClelland Alasdair Henderson Marion Gow</p>	<p>August – December 2015</p>

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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.

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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.