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

To close the Enhanced Vocational Inclusion Project (EVIP) as a school and establish it as a service within Education Services (Glasgow Virtual School)

b) Reason for Change in Policy or Policy Development

To try to encourage engagement between young people who had been in a school for three years and had built relationships, including peer relationships, to continue to have support from their school.

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

It would allow for continuity with a young person's Pastoral Care teacher who would have been a support over the years and known well by the young person and their family.

Being part of GVS structure will, furthermore, ensure access to different supports and will also result in better access to multi agency support, especially HSCP.

The EVIP coaches who support young people have a skill set which could support other young people involved with GVS but also benefit from the professional learning and development being part of GVS offers.

It will also enable Care Experienced pupils to be more involved and have wider opportunities having the ability to have a bespoke timetable.

d) Name of officer completing assessment (signed and date)
Mandie Running, Service Development Officer 10.06.24

e) Assessment Verified by (signed and date)
Jean Miller, Head of Service (North) 17.06.24

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: ➤ 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.
Internal review including informal consultation with parents and school community.	Yes	NA
Formal consultation from March 2024 to May 2024.	Yes	NA

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	No significant impact identified at this stage.	No significant impact identified at this stage	No significant impact identified at this stage
	Men	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	Transgender	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
RACE*	White	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
Further information on the breakdown below each of these headings, as per census, is available here.	Mixed or Multiple Ethnic Groups	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	Asian	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	African	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
For example Asian includes Chinese, Pakistani and Indian etc	Caribbean or Black	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	Other Ethnic Group	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
DISABILITY	Physical disability	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage.

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
A definition of disability under the Equality Act 2010 is available here.	Sensory Impairment (sight, hearing,)	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact at this stage
	Mental Health	No significant impact identified at this stage	No significant impact identified at this stage	
	Learning Disability	No significant impact identified at this stage	No significant impact identified at this stage	
LGBT	Lesbians	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	Gay Men	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
	Bisexual	No significant impact identified at this stage	No significant impact identified at this stage	No significant impact identified at this stage
AGE	Older People (60 +)	NA	NA	NA
	Younger People (16-25)	• Young people will have more options for a bespoke timetable • Young people will have more opportunity to benefit from pastoral care input	No significant impact identified at this stage	Young people will have more opportunity to benefit for more pastoral care support and from the options for a bespoke timetable.
	Children (0-16)	• Young people will have more	No significant impact identified at this stage	

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
		options for a bespoke timetable • Young people will have more opportunity to benefit from pastoral care input		
MARRIAGE & CIVIL PARTNERSHIP	Women	NA	NA	NA
	Men	NA	NA	NA
	Lesbians	NA	NA	NA
	Gay Men	NA	NA	NA
PREGNANCY & MATERNITY	Women	NA	NA	NA
RELIGION & BELIEF** A list of religions used in the census is available here.	See note	No change	No change	No change

* 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

No significant impact identified at this stage

Summary of Socio Economic Impacts

There will be a more inclusive learning environment for all children irrespective of protected characteristic.
It will also enable Care Experienced pupils to be more involved and have wider opportunities having the ability to have a bespoke timetable.

Summary of Human Rights Impacts

Young people would benefit from remaining connected to their school and continue to receive support from Pastoral Care staff where appropriate. They would also have a bespoke provision for English and Mathematics qualifications, and potentially any other qualification.
Staff would benefit from the support and training provided by being part of Glasgow's Virtual School.

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

<table>
<tr><td colspan="3"><h1 align="center">Actions: Next Steps</h1><p align="center">(i.e. is there a strategic group that can monitor any future actions)</p></td></tr>
<tr><td>Further Action Required/ Action To Be Undertaken</td><td>Lead Officer and/or Lead Strategic Group</td><td>Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)</td></tr>
<tr><td>Subsequent to the decision of the City Administration Committee, a full impact assessment may be required.</td><td>Jean Miller, Head of Service</td><td>Linked to CAC diary.</td></tr>
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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.