

EQUALITY IMPACT ASSESSMENT SCREENING FORM

Assessor(s):	Directorate:	Department:
Richard Austin	Children and Young People	Inclusion
Policy author / service lead	Date of assessment:	
Richard Austin	1 st November 2015	

1 Purpose of Policy/Service:

To ensure that Children and Young People have access to educational provision and are provide with appropriate support and intervention.

2 Are there any people or groups of people with protected characteristics that this policy/service is likely to affect in a **negative way? Please tick appropriate boxes below and move on to question/s **4** and/or **5** below**

Or does the policy/service have a **neutral or positive (good)** effect? Please tick appropriate boxes below and move on to question **3** below.

	Negative	Neutral	Positive		Negative	Neutral	Positive
Age	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Race	<input type="checkbox"/>	Neutral	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Religion or Belief	<input type="checkbox"/>	Neutral	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Sex	<input type="checkbox"/>	Neutral	<input type="checkbox"/>
Marriage or civil partnership	<input type="checkbox"/>	N/A	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>	Neutral	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Welsh Language	<input type="checkbox"/>	Neutral	<input type="checkbox"/>

- 3 If you have assessed that the impact is either **neutral or positive** could you please give some detail below to justify/evidence this. Once you have done this there is **no requirement to carry on completing this part of the form**. Please move on to complete the **Sustainable Development checklist** on page 9

The Welsh Government Guidance applies to all pupils and there are specific references that schools consider all options before permanently excluding any pupils

- 4 What evidence (actual or perceived) do you have that this policy/service etc has a negative impact on any **external group(s)** or individuals with protected characteristics? Please tick any relevant characteristics below that may be affected and describe the negative impact/s.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

- 5 What evidence (actual or perceived) do you have that this policy/service etc has a negative impact **on individuals or groups of staff (internal)** with protected characteristics? Please tick any relevant characteristics below that may be affected and describe the negative impact/s.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

- 6 Please list the data that has been used for this assessment? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc.

7 Please give details of any consultation(s) or engagement carried out in the development of this policy/service?

8 What actions have been taken to mitigate **negative** impact(s)?

9 Please indicate below whether you consider this policy/service to have a high, medium or low risk of **negative** impact.

	Negative Impact		
	High	Medium	Low
Are a large number of people affected?	3	2	1
Is the potential impact significant?	3	2	1

Is the scale/cost to the Authority significant?	3	2	1
Score			

Scoring

<input type="checkbox"/> 3	Low	No significant impact	No further action required
<input type="checkbox"/> 4 - 6	Medium	Some impact	Additional consultation to further mitigate negative impact
<input type="checkbox"/> 7 - 9	High	Significant impact	A Full impact assessment is required

10 Is a full equality impact assessment required?
Using the matrix and scoring information above:

- A **low** rating means that there is no further action required
- A **medium** rating will require, as a first stage, further consultation in order to determine whether a full impact assessment is required
- A **high** rating in question 6 will mean that a Full impact assessment is required.

Yes / No

SUSTAINABLE DEVELOPMENT CHECKLIST

PEOPLE IN MONMOUTHSHIRE BENEFIT FROM AN ENVIRONMENT THAT IS DIVERSE, VIBRANT AND SUSTAINABLE					
Elements	Contribution			Evidence	Ideas for Improvement
What contribution does this make to:	-	0	+		
Reduce, reuse and recycle waste and water		N/A			
Reduce carbon dioxide emissions by increasing energy efficiency or use of renewable energy		N/A			
Prevent or reduce pollution of the air, land and water		N/A			
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		N/A			
Protect or enhance visual appearance of environment		N/A			
Reduce car and road freight mileage, and encourage public transport, walking and cycling	Yes			If pupils need to be transported to a new school as a result of them being permanently excluded from their existing establishment	At present the Local Authority (Pupil Referral Service) will try and maintain all pupils in their existing school-
Have a positive impact on people and places in other countries		N/A			
PEOPLE IN MONMOUTHSHIRE LIVE HEALTHY AND FULFILLED LIVES					
Elements	Contribution			Evidence	Ideas for Improvement
What contribution does this make to:	-	0	+		
Ensure that more people have access to healthy food		N/A			
Improve housing quality and provision		N/A			
Reduce ill health		N/A			

Improve facilities and choice of health care provision		N/A			
Encourage physical activity		N/A			
Promote independence		N/A			

PEOPLE IN MONMOUTHSHIRE LIVE SAFELY AND ARE PROTECTED FROM HARM

Elements	Contribution			Evidence	Ideas for Improvement
What contribution does this make to:	-	0	+		
Encourage community participation/action		N/A			
Targets socially excluded			Yes	At present the Local Authority (Pupil Referral Service) will try and maintain all pupils in their existing school	
Help reduce crime and fear of crime			Yes	Local Authority and schools work closely with Youth Offending Service to develop proactive support packages for young people	
Improve access to local facilities for all local people, regardless of age, gender, ability etc.		N/A			

PEOPLE IN MONMOUTHSHIRE BENEFIT FROM EDUCATION, TRAINING AND SKILLS DEVELOPMENT

Elements	Contribution			Evidence	Ideas for Improvement
What contribution does this make to:	-	0	+		
Improve access to education and training			Yes	At present the Local Authority (Pupil Referral Service) will try and maintain all pupils in their existing school, if this cannot be undertaken a move to another school could be considered or provision could be provided by Pupil Referral Service	

Value and support voluntary work			Yes	Pupils can if appropriate be provided with some work experience as part of their provision	
Increase and improve access to leisure and recreation facilities		N/A			
Increase and improve access to cultural facilities		N/A			
PEOPLE IN MONMOUTHSHIRE BENEFIT FROM AN ECONOMY WHICH IS PROSPEROUS AND SUPPORTS ENTERPRISE AND SUSTAINABLE GROWTH					
Elements	Contribution				Ideas for Improvement
What contribution does this make to:	-	0	+		
Protect local shops and services		N/A			
Link local production with local consumption		N/A			
Improve environmental awareness of local businesses		N/A			
Increase employment for local people			Yes	The Local Authority's youth and progression framework coordinator works closely with schools and the PRU to develop pathways for post year 11 provision.	
Preserve and enhance local identity and culture		N/A			
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		N/A			