

Record of Equality and Rights Impact Assessment

Part 1: Background and Information

(a) **Background Details** - Please list ERIA background details:

ERIA Title and Summary Description	Communities and Families: Operational Support		
Service Area	Division	Director/Head of Service	Service Area Reference No.
Communities and Families	Operational Support	Billy McIntyre	

(b) **What is being impact assessed?** Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
The establishment of the Communities and Families Operational Support division as part of a series of Transformation organisational reviews.	January 2016

(c) **ERIA Team** - Please list all ERIA Team Members:

Name	Organisation / Service Area
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Please indicate alongside each identified enhancement or infringement the relevant policy or service (see Section 1b) and relevant evidence (see Section 2a).

Summary of Enhancements of Rights

The service enhances the following rights:

Life - Designing buildings which reduce incidents of slips, trips and falls.

Health - The Grants, Awards and Placement Team enhances the right to health by providing free school meals to children living in poverty.

Physical Security - In their role as Lead Officer for Child Protection in school related matters and representative for police related matters the Senior Education Managers positively enhances the physical security of children in the City's Schools.

Education and Learning - Providing accessible buildings in which children and young people can thrive and fulfil their potential. The Inclusion Co-ordinators support the delivery of education and learning services to children including home education.

Individual, Family & Social Life - In providing support to families the Education Welfare Service positively enhances this right.

Participation, Influence and Voice - Through the work of the Senior Education Manager parents have the opportunity to actively engage and contribute to the development of strategy and further engagement and consultation within the localities.

The services provided in the NW Locality enhance the following rights:

Life - Local community safety initiatives. Safer roads and routes to school

Health – green space

Physical Security – homelessness & housing support services

Legal Security – homelessness and housing support services

Education and Learning – library and information services

Standard of living – housing services, transport services

Productive and Valued Activities – community councils, neighbourhood partnerships

Individual, family & social life – homelessness and housing support services, family support

Identity, expression and self respect – community safety initiatives

Participation, influence and voice – community councils, neighbourhood partnerships

Operational Support Services in particular School Educational Welfare Officers and School Inclusion Officers positively contribute to the following Children’s Rights:

- to be alive, survive and develop throughout life
- to protection from being taken out of the country illegally or kidnap
- to speak up and have your views listened to
- to choose their own religion and beliefs
- to form and join groups and make friends
- to access information which is important to wellbeing
- be kept safe from harm and protected from violence
- to rest and play and to have the chance to join in a wide range of activities
- Refugee children’s rights to special help
- Children who have a disability rights to special help to make sure they can join in
- to enjoy their own culture, use their own language and practise their own religion
- to be protected from doing work which would be dangerous or which could harm the health of children or interfere with their education
- to be protected from being abducted or sold
- to be protected from all sorts of exploitation which can damage their welfare or development
- to be protected from dangerous drugs
- to be protected from sexual abuse
- to know their rights

Summary of Infringement of Rights. Can these infringements be justified? Are they proportional?

(c) Equality Impact Assessment – Summary - Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

Age	Disability	Gender Identity	Marriage / Civil partnership	Pregnancy Maternity	Race	Religion/ Belief	Sex	Sexual Orientation
x	x			x	x	x	x	x

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see Section 1b) and relevant evidence (see Section 2a).

Positive Impacts

Designing out accessibility discrimination

The Grants, Awards and Placement Team support the elimination of victimisation by providing

clothing and opportunities to participate in school activities for children living in poverty.

The Inclusion Officers support the delivery of non mainstream education services to children with additional support needs therefore contributing positively to eliminating indirect discrimination in the Council's education services.

Negative Impacts

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see Section 1 b) and relevant evidence (see Section 2 a).

Positive Impacts

Property background

New buildings

Rising school rolls – capacity

What is required

Current increase has hit primaries will hit secondary schools

Working out how it will impact on the estate and what will be needed

What property assets do they need

Tied into local development plan and new housing developments.

Inclusion Officers and Welfare Officers have access to pupil support services which advance the equality of opportunity for children from low income households to participate fully in school activities by providing Education Maintenance Allowances.

Negative Impacts

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see Section 1 b) and relevant evidence (see Section 2 a).

Positive Impacts

The Grants, Awards and Placement Team can also be identified as contributing positively to this element of the public sector equality duty by bringing children from different socio economic backgrounds together during both school and extra curriculum activities.

Negative Impacts

Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

(i) Evidence Gaps - Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
3.	
4.	
5.	

(ii) Recommendations - Please record SMART recommendations to (i) eliminate unlawful practice or infringements of absolute rights, (ii) justify identified infringements of rights or (iii) mitigate identified negative equality impacts.

Recommendation	Responsibility of (name required)	Timescale
Access school replacement priority by understanding the protected characteristic profile of the pupils as a way of eliminating accessibility discrimination	Schools Estates Planning Manager with the support of Equality and Rights Lead Officer	To commence March 2016 and become an embedded activity
Consider building design to accommodate and meet the needs of children with specific characteristics who are currently in mainstream schooling as a way of supporting full integration and fostering good relations	Schools Estates Planning Manager with the support of Equality and Rights Lead Officer	To commence March 2016 and become an embedded activity
Design schools in a way that enables children with physical disabilities to move with the rest of their class and not to be restricted to one area of the school because of their physical disability	Schools Estates Planning Manager with the support of Equality and Rights Lead Officer	To commence March 2016 and become an embedded activity
Ensure the Equality and Rights Network and the Locality Office consultation networks are	Senior Education Manager with the support of Equality	To commence

embedded as key stakeholders in the statutory consultations undertaken in relation to Schools Estate Planning	and Rights Lead Officer	March 2016 and become an embedded activity
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(iii) Sign Off - I, the undersigned, am content that: (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base, (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights, (iii) the ERIA recommendations are proportionate and will be delivered, (iv) the results of the ERIA process have informed officer or member decision making, (v) that the record of ERIA has been published on the Council's website / intranet or (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
26/01/16	Billy McIntyre, Head of Service	