

## DUNDEE CITY COUNCIL

### Equality and Diversity Rapid Impact Assessment Tool

#### Part 1

Date of assessment <b>1/6/2011</b>	Title of document being assessed <b>Fairbridge Funding</b>
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks approval to award grants to support the work carried out by Fairbridge in Dundee in supporting young people who are excluded, or are at risk of exclusion, from school.
What is the intended outcome of this policy, procedure, strategy or practice?	Fairbridge enables young people from inner cities to meet the opportunities and responsibilities of society today by offering them a long-term personal development programme that builds confidence, motivation and personal, social and life skills.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Accessibility Strategy 2009-12 Additional Support for Learning Act 2004/09 Single Equality Act 2010 Single Equality Scheme (DCC) Curriculum for Excellence - Building a Curriculum 1-5 suite of documents
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	No consultation with protected groups has been undertaken. Involvement and evaluation of the project, for those who participate, is an integral part of the programme which in turn informs practice.
Please give details of council officer involvement in this assessment.  (E.g. names of officers consulted, dates of meetings etc)	Elspeth Walker, Support for Learning Manager Michael Wood, Head of Secondary Education
Is there a need to collect further evidence or to involve or consult protected communities?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	The high level of voluntary engagement from the diverse group of young people offered the opportunity to participate in this programme illustrates an absence of negative impact.

## Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3

#### Equality and Diversity Rapid Impact Assessment

<p>a) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>Supporting young people and families to re-engage with schools, improving outcomes and life chances.</p> <p>Improved personal and social skills, supporting young people to become socially involved and promoting inclusion.</p> <p>Improved attendance at school</p>
<p>b) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion)</p>	<p>If yes please give further details</p> <p>Gender balance - present groups are predominantly boys.</p> <p>Fairbridge have experimented with expanding the programme offered to try and increase the appeal to young girls. Unfortunately, the referrals which come from schools are predominately for boys with only 1 or 2 for girls. Thus it is difficult for such a small number of girls to sustain the programme.</p>
<p>c) What action is proposed to overcome any negative impacts?</p>	<p>Please give further details</p> <p>Fairbridge is seeking to work with schools to encourage a more balanced gender group.</p>
<p>d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p>
<p>e) Has a Full Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>No</p>

**Part 4**

**Department: Education**

**Type of Document**

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

**Contact Information**

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Signature of author of the policy, procedure or strategy: <i>E Walker</i>
Head of Department and Service area: <i>Jim Collins</i>

**Date of next policy review:**