

DUNDEE CITY COUNCIL

**Equality and Diversity Rapid Impact Assessment Tool**

**Part 1**

<b>Date of assessment</b> 22/8/2010	<b>Title of document being assessed</b> Proposal to review the primary promoted post structure.
1) 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"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	<b>The promoted post structure in Dundee Primary Schools</b>
3) What is the intended outcome of this policy, procedure, strategy or practice?	<b>A rationalisation of the promoted post structure to bring it more into line with National Guidelines.</b>
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<b>Circular 819 dated 14th March 1972.</b>
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	<b>Primary Head Teachers</b>
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	<b>SMT/MT discussions with Head Teachers</b>
7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?  (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?)	<b>Teacher unions and further consultation with HT's.</b>  <b>There may potentially be a gender balance issue so the effect of this policy will be reviewed in 2 years.</b>

## Part 2

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender Reassignment	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3

1) Have any positive impacts been identified? <b>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</b>	<b>If yes please give further details</b> N/A
2) Have any negative impacts been identified? <b>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</b>	<b>If yes please give further details</b> N/A
3) What action is proposed to overcome any negative impacts? <b>E.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. see Good Practice on DCC equalities web page</b>	<b>Please give further details</b> N/A
4) 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? <b>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</b>	<b>If yes please give further details</b> N/A
5) Has a 'Full' Equality Impact Assessment been recommended? <b>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</b>	<b>If yes please give further details</b> N/A
6) How will the policy be monitored? <b>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</b>	<b>Please give details</b> <b>The impact on gender balance will be monitored through the annual equality reports.</b>

Part 4

Name of Department or Partnership: Education Department

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other - Proposal to review promoted post structure in Primary schools.	<input checked="" type="checkbox"/>

Contact Information

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Signature of author of the policy:

Date

Signature of Director / Head of Service area:

Date

Name of Director / Head of Service:

Date of next policy review: