

## Equalities Screening Record Form

<b>Date of Screening: November 2010</b>	<b>Directorate: C, YP &amp; Learning</b>	<b>Section: Extended Services</b>		
<b>1. Activity to be assessed</b>	Extended Services in and around schools including community engagement through Area Partnerships			
<b>2. What is the activity?</b>	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change			
<b>3. Is it a new or existing activity?</b>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing			
<b>4. Officer responsible for the screening</b>	Graham Symonds			
<b>5. Who are the members of the EIA team?</b>	Graham Symonds, Dawn Day, Kim Barraclough, Mary Khawaja			
<b>6. What is the purpose of the activity?</b>	Extended Services facilitate and support a range of services for children, young people and families in and around schools and in the community. There is a focus on services to address the needs of the vulnerable and disadvantaged and those likely to experience poor outcomes. Support is provided for activities and services to schools and partners. Support is provided to Family Support Advisers based in schools. Local accountability is provided through Area Partnership arrangements.			
<b>7. Who is the activity designed to benefit/target?</b>	Children, young people, parents and families.			
<b>8. a Racial equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;">Y</td> <td style="width: 50px; text-align: center;">N</td> </tr> </table>	Y	N	Please explain considering the impact on White British and Irish, Gypsy/Roma/Travellers, White Other, Black and Minority Ethnic groups; e.g Asian, Black, Chinese, Mixed Race. Work needs to be aware of cultural differences between groups so that interventions respect cultural norms and expectations. Needs in the Nepali community, mostly in Sandhurst, led to the appointment of a Community Support Worker who is line managed from within the team. Experience of this work could inform similar work, if required, with other communities. All impacts are positive, but with the potential for an adverse impact if not handled appropriately.
Y	N			
<b>8. b What evidence do you have to support this?</b> E.g equality monitoring data, consultation results, customer satisfaction information etc.	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.			
<b>9. a Gender equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;">Y</td> <td style="width: 50px; text-align: center;">N</td> </tr> </table>	Y	N	Please explain considering the impact on men, women and transgender, where relevant. Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at fathers (for example in parenting provision), mothers, boys or girls (for example targeted work to raise boys or girls achievements at both primary and secondary stages). All impacts are positive, but with the potential for an adverse impact if not handled appropriately.
Y	N			
<b>9. b What evidence do you have to support this?</b>	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.			
<b>10. a Disability equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;">Y</td> <td style="width: 50px; text-align: center;">N</td> </tr> </table>	Y	N	Please explain considering all forms of disability e.g. visually impaired, hearing impaired, physically disabled, learning disability, mental health and unseen disabilities e.g. heart disease and diabetes.  Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at children with learning difficulties or disabilities and/or special educational needs. Kennel Lane School is supported, and other initiatives in the North Bracknell area support the school too. Support is provided to the 'Aiming High for Disabled Children'
Y	N			

			initiative. All impacts are positive, but with the potential for an adverse impact if not handled appropriately.
<b>10. b What evidence do you have to support this?</b>	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
<b>11. a Age equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<b>Y</b>	<b>N</b>	Please explain considering the impact on children, young people, middle aged and older people. Work is undertaken with particular groups if there are needs to be addressed for example services aimed specifically at children at certain stages of their lives eg transition between stages of education, and parenting support offered to grandparents. Intergenerational work has featured strongly in extended services work eg in lunch clubs, short-mat bowls, ICT classes, and school clubs involving grandparents – knitting, gardening and cookery. All impacts are positive, but with the potential for an adverse impact if not handled appropriately.
<b>11. b What evidence do you have to support this?</b>	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
<b>12. a Religion and belief equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<b>Y</b>	<b>N</b>	Please explain considering the impact on those with a religious belief e.g Christians, Jews, Hindus, Muslims, Sikhs and Buddhists; as well as those with non religious beliefs e.g Atheist Services are provided to all schools irrespective of faith. If Area Partnerships agree a faith based organisation is best placed to deliver services on behalf of the community then funding is made available. Examples include support provided to Oakwood Outdoor Centre and Priestwood Methodist Church. All impacts are positive, but with the potential for an adverse impact if not handled appropriately.
<b>12. b What evidence do you have to support this?</b>	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
<b>13. a Sexual orientation equality - Is there an impact?</b> What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	<b>Y</b>	<b>N</b>	Please explain considering the impact on heterosexual men and women, gay men, lesbians and bisexual men and women. Work needs to be sensitive to the sexual orientation of all family members. No projects have provided specifically for groups on the basis of their sexual orientation. If a need became apparent, there is the potential for a positive impact and for an adverse impact if not handled appropriately.
<b>13. b What evidence do you have to support this?</b>	Views of, and feedback from, Area Partnerships Feedback from activities and services provided.		
<b>14. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carer's/ex-offenders) and on promoting good community relations.</b>	The focus of work is on vulnerable and disadvantaged families for whatever reason they find themselves in these circumstances. There is a specific work stream to benefit families experiencing economic disadvantage. Other common reasons will be through health, poverty, crime and other reasons. Effective outcomes of work will include reduced community nuisance and anti-social behaviour; improved child behaviour, family cohesion other aspects of good community relations.		
<b>15. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</b>	No adverse impacts have been identified at the current time.		

<b>16. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</b>	The greatest impacts are on racial and age equalities. The impact associated with all other equality groups will be similar.		
<b>17. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</b>	Y	N	Please explain for each equality group
<b>18. What further information or data is required to better understand the impact? Where and how can that information be obtained?</b>	The Council's budget consultation in December 2010 will enable consultation with equality groups on the budget proposals the consultation responses and results will be added to the impact assessment.		
<b>19. On the basis of sections 7 – 17 above is a full impact assessment required?</b>	Y	N	Please explain your decision. If you are not proceeding to a full equality impact assessment make sure you have the evidence to justify this decision should you be challenged.
<b>20. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</b>			
<b>Action</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Milestone/Success Criteria</b>
Maintain monitoring, review and evaluation processes	Ongoing	All managers providing services	Regular reports provided for performance monitoring. Evaluation and monitoring procedures are in place
Ensure, as established, that work actively seeks the views of children, parents, families and the wider community. All are involved in the design of their support wherever possible.	Ongoing	All managers providing services	Regular reports provided for performance monitoring. Evaluation and monitoring procedures are in place
Consider how information is published and made available to children, young people, parents and families	Ongoing	All managers providing services	Feedback from Area Partnerships
Socio-economic and population information continues to be analysed and informs service provision	Ongoing	All managers providing services	Feedback from Area Partnerships
<b>21. Which service, business or work plan will these actions be included in?</b>	Community Activities and Services Group.		
<b>22. Have any current actions to address issues for any of the groups or examples of good practice been identified as part of the screening?</b>	Work with the Nepali community. Intergenerational work. Work with economically disadvantaged families.		
<b>23. Chief Officer's signature.</b>	Signature: <i>David Watkins</i>		Date: 9 November 2010
<b>24. Which PMR will this screening be reported in?</b>	C, YP & L		

When complete please send to [abby.thomas@bracknell-forest.gov.uk](mailto:abby.thomas@bracknell-forest.gov.uk) for publication on the Council's website.