

# Equality Impact Assessment Template

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. IDENTIFICATION OF FUNCTION, POLICY OR PLAN	
Name of function/policy/plan to be assessed	Disestablishment of School Crossing Patrol Officer post at Hope Primary School
Service/service area responsible	Education, Leisure & Housing
Name of person carrying out the assessment and contact details	Karen Walter Karen.walter@orkney.gov.uk ext 2421
Date of assessment	30/5/12
Is the function/policy/plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly)	Post to be deleted

2. INITIAL SCREENING	
What are the intended outcomes of the function/policy/plan?	The cessation of School Crossing Patrol at Hope Primary School
State <b>who</b> is, or may be affected by this function/policy/plan, and <b>how</b>	Children and accompanying adults. Parents are responsible for the safety of their children until they enter the school grounds
How have stakeholders been involved in the development of this function/policy/plan?	Head Teacher informed and was going to discuss possibilities with Parent Council such a parents setting up a walking bus.
Is there any existing data and/or research relating to equalities issues in this policy area? Please summarise.  e.g. consultations, national surveys, performance data, complaints, service user	Numbers fall well below recommended criteria provided by National Guidelines (School Crossing Patrol Services Guidelines, Revised June 2010 – Road Safety GB & RoSPA)

feedback, academic/consultants' reports, benchmarking (see equalities resources on OIC information portal)	
Could the function/policy have a differential impact on any of the following equality strands?	(Please provide any evidence – positive impacts/benefits, negative impacts and reasons)
1. Race: this includes ethnic or national groups, colour and nationality	No
2. Sex: a man or a woman	No
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	No
4. Gender Reassignment: the process of transitioning from one gender to another	No
5. Pregnancy and maternity	No
6. Age: people of different ages	Service aimed at children
7. Religion or beliefs or none (atheists)	No
8. Caring responsibilities	Accompanying adults
9. Marriage and Civil Partnership	No
10. Disability: people with disabilities (whether registered or not)	No

<b>3. IMPACT ASSESSMENT</b>	
Does the analysis above identify any differential impacts which need to be addressed?	Yes
How could you minimise or remove any potential negative impacts?	Efforts have been made to recruit a SCPO for this crossing but were unsuccessful. However, the users of the crossing fall well below national guidelines as detailed above. Discussions ongoing with parents re the possibility of a walking bus. The school will continue with road safety education working with the Road Safety Officer
Do you have enough information to make a judgement? If no, what	Yes

information do you require?	
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<b>4. CONCLUSIONS AND PLANNED ACTION</b>	
Is further work required?	Yes
What action is to be taken?	School to continue with road safety education working with the Road Safety Officer
Who will undertake it?	School
When will it be done?	Ongoing
How will it be monitored? (e.g. through service plans)	N/A

Signature

Date

30 May 2012

Name KAREN WALTER  
(BLOCK CAPITALS)

**Please sign and date this form, keep one copy and send a copy to Corporate and Community Strategy. It should also be emailed to Corporate and Community Strategy.**