

**Swindon Borough Council Diversity Impact Assessment
Early Years and School Improvement 2016**

1 What's it about?

Refer to equality duties

What is the proposal? What outcomes/benefits are you hoping to achieve?

To change the funding arrangements for staff from core budgets to the DSG from EYFS and School Improvement (Behaviour)

Who's it for?

Early Years service and School Improvement

How will this proposal meet the equality duties?

No impact as the service will remain in place

What are the barriers to meeting this potential?

None

2 Who is using it?

Refer to equality groups

What data/evidence do you have about who is or could be affected (e.g. equality monitoring, customer feedback, current service use, national/regional/local trends)?

This will not have any impact on service delivery or groups

How can you involve your customers in developing the proposal?

N/A

Who is missing? Do you need to fill any gaps in your data? (pause DIA if necessary)

N/A

3 Impact

Refer to dimensions of equality and equality groups

Show consideration of: age, disability, sex, transgender, marriage/civil partnership, maternity/pregnancy, race, religion/belief, sexual orientation and if appropriate: financial economic status, homelessness, political view

Using the information in parts 1 & 2:

a) Does the proposal create an adverse impact which may affect some groups or individuals? Is it clear what this is? How can this be mitigated or justified?

No

What can be done to change this impact?

b) Does the proposal create benefit for a particular group? Is it clear what this is? Can you maximise the benefits for other groups?

No

Does further consultation need to be done? How will assumptions made in this assessment be tested?

4 So what?

Link to business planning process

What changes have you made in the course of this DIA?

What will you do now and what will be included in future planning?

When will this be reviewed?

How will success be measured?

For the record

Name of person leading this DIA: P.Nathan

Date completed 4.11.16

Names of people involved in consideration of impact: 1

Name of manager signing DIA: P.Nathan	Date signed
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Diversity Impact Assessment – an inclusive business planning tool

1. What's it about? refer to equality duties

- What is the proposal? What outcomes/benefits are you hoping to achieve
- Who's it for?
- How will this proposal meet the equality duties?
- What are the barriers to meeting this potential?

2. Who's using it? consider all equality groups

- What data/evidence do you have about who is or could be affected? (e.g. equality monitoring, customer feedback, current service use, national/regional/local trends)?
- How can you involve your customers in developing the proposal?
- Who is missing? Do you need to fill any gaps in your data?

3. Impact consider dimensions and equality groups

Using information in parts 1 & 2:

- a) Does the proposal create an adverse impact which may affect some groups or individuals? How can this be mitigated or justified?
> What can be done to change this impact?
 - b) Does the proposal create benefit for particular groups or individuals. Is it clear what this is? Can you maximise the benefits for other groups?
- Does further consultation need to be done? How will assumptions made in this assessment be tested?

4. So what?

- What changes have made in the course of this DIA?
- What will you do now and what will be included in future planning?
- When will this be reviewed?
- How will success be measured?

Considerations

Our equality duties

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relations

Equality groups

For the following equality groups: age, disability, sex, transgender, marriage/civil partnership, maternity/pregnancy, race, religion/belief and sexual orientation.

Extended by SBC policy to include: financial economic status, homelessness, political view.

Dimensions of equality

How will the proposal affect Human Rights and life chances of different groups? Consider how the proposal affects

1. Longevity.
2. Physical security.
3. Health.
4. Education.
5. Standard of living.
6. Productive and valued activities.
7. Individual, family and social life.
8. Participation, influence and voice.
9. Identity, expression and self-respect.
10. Legal security.