

EQUALITY IMPACT ASSESSMENT

THE STAGE ONE ASSESSMENT FORM - the initial screening process

SERVICE, POLICY OR FUNCTION BEING ASSESSED: Human Resources
DESCRIPTION OF SERVICE, POLICY OR FUNCTION: (e.g. main purpose, users or beneficiaries etc) Provision of Work Experience
Please indicate if it is an existing area of service or a new area/project: Existing

Target Equality Group <i>(see guidance note 2 for details)</i>	Does it have a Positive Impact <i>If yes, please explain how (see guidance note 6 for details)</i>	Does it have a Neutral Impact <i>If yes, please explain how (see guidance note 9 for details)</i>	Does it have a Negative Impact <i>If yes please explain how, indicate if it is legal and whether or not it is intended. (see guidance note 7 for details)</i>	If it has a negative impact, is the level of this impact high or low? <i>(see guidance note 10 for details)</i>
Age	<ul style="list-style-type: none"> • Established links with Local High Schools in the Babergh District. Young people age 16-25 are significantly underrepresented in our Staff Age Profile. 	<ul style="list-style-type: none"> • Respond positively wherever possible to any request for work experience. 	We don't proactively seek to offer work experience to other age groups beyond school age.	The impact is small and there is a limit to the experience that can be offered.

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Belief or faith		<ul style="list-style-type: none"> Respond positively wherever possible to any request for work experience questions and answers are recorded. 	We do not monitor work experience provision in terms of equalities.	Clearly without monitoring information we are unable to demonstrate that discrimination isn't taking place in this respect.
Disability	Schools are made aware that we would be willing to take a child with disabilities and this has happened in the past.	<ul style="list-style-type: none"> Respond positively wherever possible to any request for work experience questions and answers are recorded. 	Ditto comments above regarding belief/faith.	Ditto comments above regarding belief/faith
Sexual Orientation		<ul style="list-style-type: none"> Respond positively wherever possible to any request for work experience. 	Ditto comments above regarding belief/faith.	Ditto comments above regarding belief/faith
Gender		<ul style="list-style-type: none"> Respond positively wherever possible to any request for work experience. 	Ditto comments above regarding belief/faith.	Ditto comments above regarding belief/faith
Race		<ul style="list-style-type: none"> Respond positively wherever possible to any request for work experience. 	Ditto comments above regarding belief/faith.	Ditto comments above regarding belief/faith

PLEASE ANSWER THE FOLLOWING QUESTIONS IF ANY AREAS HAVE BEEN IDENTIFIED WITH LOW LEVEL NEGATIVE IMPACT

IS THE IMPACT LIKELY TO CHANGE OVER TIME?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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IF YES, HOW WILL THE IMPACT CHANGE?

WHAT CAN YOU DO TO MINIMISE OR REMOVE ANY *UNINTENDED* NEGATIVE IMPACT?

We could investigate monitoring requests and actual work experience placements to identify whether those requesting and receiving a placement are being given equal treatment. This could have a mixed success however .

HOW COULD YOU MONITOR THIS WORK?

IF YOU HAVE IDENTIFIED ANY AREAS WHERE THE LEVEL OF NEGATIVE IMPACT IS HIGH PLEASE REFER TO YOUR HEAD OF SERVICE PRIOR TO COMPLETING A STAGE TWO ASSESSMENT FORM

Signed: Jeanette BrayService Manager undertaking the Assessment.

Date: 22nd September 2008