

## Initial Equalities Screening Record Form

<b>Date of Screening:</b>	<b>Directorate: People</b>	<b>Section: Early Help</b>	
<b>1. Activity to be assessed</b>	Developing an Attendance Strategy		
<b>2. What is the activity?</b>	<input checked="" type="checkbox"/> Policy/strategy <input type="checkbox"/>		
<b>3. Is it a new or existing activity?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/>		
<b>4. Officer responsible for the screening</b>	Noosha Churchill		
<b>5. Who are the members of the screening team?</b>	Lorraine Petersen, Oliver May, Kathy Davis, Suzi Austin-Brookes, Elly Wrighton, Sharna Denver, Amanda Hall; Donald Adams; Simon Bull; Zoe Livingstone; Katy Daly, Donna Barber; Cheryl Perry; Gareth Croxon; Simon Cottrell		
<b>6. What is the purpose of the activity?</b>	<p>To develop an attendance strategy for BFC schools to align with the working together to improve school attendance guidance.</p> <ul style="list-style-type: none"> <li>- Consultations</li> <li>- Focus Groups</li> <li>- Surveys</li> </ul>		
<b>7. Who is the activity designed to benefit/target?</b>	<ul style="list-style-type: none"> <li>- Schools</li> <li>- Parents</li> <li>- Children &amp; Young people</li> <li>- Local Authority</li> </ul>		
<b>Protected Characteristics</b>	<b>Please tick yes or no</b>	<b>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>What evidence do you have to support this?</b> E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
<b>8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.</b>	Y	There could potentially be a negative impact with a disability. We would look to ensure there is details of how people can obtain this document in a different format.  -	

<b>9. Racial equality</b>	Y		There could be a negative impact regarding racial equality due to the number of different languages spoken by children attending schools. We would look to ensure there are details of how people can obtain this document in a different format/language.	
<b>10. Gender equality</b>		N	There is no impact as the strategy applies to all genders.	
<b>11. Sexual orientation equality</b>		N	There is no impact as the strategy applies to sexual orientation.	
<b>12. Gender re-assignment</b>		N	There is no impact as the strategy applies to all genders.	
<b>13. Age equality</b>	Y		This is a positive impact as the strategy applies to those children of a statutory school age.	
<b>14. Religion and belief equality</b>		N	This is a no impact as the strategy applies to all religions and beliefs.	
<b>15. Pregnancy and maternity equality</b>		N	There is unlikely to be any impact to pregnancy or maternity	
<b>16. Marriage and civil partnership equality</b>		N	There is unlikely to be any impact to marriage or civil partnership.	
<b>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.</b>	This is to ensure a positive and consistent approach with our disadvantage cohorts, including those who are economically disadvantaged, those known to youth justice and children social care.			
<b>18. If an adverse/negative impact has been identified can it be justified on grounds of</b>	N/A			

<p>promoting equality of opportunity for one group or for any other reason?</p>			
<p>19. 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?</p>	N/A		
<p>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</p>		N	Please explain for each equality group
<p>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</p>	NA		
<p>22. On the basis of sections 7 – 17 above is a full impact assessment required?</p>		N	<p>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.  If you are proceeding to a full equality impact assessment, please contact <a href="mailto:Samantha.wood@bracknell-forest.gov.uk">Samantha.wood@bracknell-forest.gov.uk</a> or <a href="mailto:Harjit.Hunjan@bracknell-forest.gov.uk">Harjit.Hunjan@bracknell-forest.gov.uk</a></p>
<p>23. 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.</p>			
<p><b>Action</b></p>	<p><b>Timescale</b></p>	<p><b>Person Responsible</b></p>	<p><b>Milestone/Success Criteria</b></p>
<p>Details of how people can obtain this document in a different format is made available</p>	TBC	Noosha Churchill	
<p>Details of how people can obtain this document in a different language is made available</p>	TBC	Noosha Churchill	
<p>24. Which service, business or work plan will these actions be included in?</p>	Attendance strategy working group action plan		
<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	Please list		

**26. Assistant Director/Director signature.**

Signature:

A handwritten signature in black ink, appearing to be a stylized 'S' or similar character, located above the 'Signature:' label.

Date: 17.9.24