

## Initial Equalities Screening Record Form

<b>Date of Screening:</b>	<b>Directorate: Communities</b>		<b>Section: Overview and Scrutiny</b>
<b>1. Activity to be assessed</b>	Education. Skills and Growth Overview and Scrutiny Panel Review of Transition from education to employment		
<b>2. What is the activity?</b>	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input checked="" type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change		
<b>3. Is it a new or existing activity?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
<b>4. Officer responsible for the screening</b>	Esther Prangley, Overview and Scrutiny Officer		
<b>5. Who are the members of the screening team?</b>	Cllr Watts (Panel Chair) Cllr Barnard (Panel Vice-Chair)		
<b>6. What is the purpose of the activity?</b>	To understand if all children and young people have assistance to make good and timely career choices after secondary school. To also include what it looks like for the most vulnerable in the borough and those with SEND support.		
<b>7. Who is the activity designed to benefit/target?</b>	Young people transitioning from education to employment.		
<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	Positive for young people with learning difficulties transitioning from school to employment	The review and recommendations should benefit young people with learning difficulties by ensuring they have assistance to make good and timely career choices when transitioning from education to employment.
<b>9. Racial equality</b>	N	No impact identified at this stage.	The recommendations will not impact racial equality but should have an overall positive impact on support for all young people transitioning from education to employment.
<b>10. Gender equality</b>	N	No impact identified at this stage.	The recommendations will not impact gender equality but should have an overall positive impact on support for all young people transitioning from education to employment.

<b>11. Sexual orientation equality</b>		N	No impact identified at this stage.	The recommendations will not impact sexual orientation equality but should have an overall positive impact on support for young people transitioning from education to employment.
<b>12. Gender re-assignment</b>		N	No impact identified at this stage.	The recommendations will not impact gender re-assignment but should have an overall positive impact on support for young people transitioning from education to employment.
<b>13. Age equality</b>	Y		Positive impact on young people transitioning from education to employment.	The review and recommendations should benefit young people transitioning from education to employment by ensuring they have assistance to make good and timely career choices.
<b>14. Religion and belief equality</b>		N	No impact identified at this stage.	The recommendations will not impact religion and belief equality but should have an overall positive impact on support for young people transitioning from education to employment.
<b>15. Pregnancy and maternity equality</b>		N	No impact identified at this stage.	The recommendations will not pregnancy and maternity equality but should have an overall positive impact on support for young people transitioning from education to employment.
<b>16. Marriage and civil partnership equality</b>		N	No impact identified at this stage.	The recommendations will not impact marriage and civil partnership equality but should have an overall positive impact on support for young people transitioning from education to employment.
<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>	No other impact has been identified			
<b>18. 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>	N/A			
<b>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?</b>	N/A			

20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	Review meetings, visits, data gathered and information within the evidence pack will better understand the impact. This will be available on the BFC website.		
22. On the basis of sections 7 - 17 above is a full impact assessment required?		N	
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.			
<b>Action</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Milestone/Success Criteria</b>
This will be seen in the report recommendations when complete	February 2025	Clr Watts	Endorsement of the recommendations by the O&S Commission and agreed by the Cabinet
24. Which service, business or work plan will these actions be included in?	Overview and Scrutiny Commission workplan		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	These will be seen in the recommendations in the report.		
26. Assistant Director/Director signature.	Signature: <i>Ann Moore</i>		Date: 7 January 2025