



# City of Edinburgh Council

## Record of Equality and Rights Impact Assessment

### Part 1: Background and Information

#### (a) Background Details

Please list ERIA background details:

**ERIA Title and Summary Description:** Better Relationships, Better Learning, Better Behaviour

Service Area	Division	Head of Service	Service Area Reference No.
Children and Families	Schools and Communities	Andy Gray	CFI[G]

#### (b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
Better Relationships, Better Learning, Better Behaviour Strategy	27.11.14
Better Relationships, Better Learning, Better Behaviour Policy	
Better Relationships, Better Learning, Better Behaviour Procedure	

**(c) When is it due to be reviewed?** (insert furthest away date if question relates to a number of review dates) **January 2017**

#### (d) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
Alison Fotheringham	Education Scotland [seconded]
Julia Sproul	Planning and Performance
Maria Plant	Schools and Community Services
Moyra Wilson	Schools and Community Services

## Part 2: Evidence and Impact Assessment

### (a) Evidence Base

Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at [part 3a](#). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
Feedback from school staff September 2014 March 2015	
Feedback from parents - Neighbourhood Groups, November 2014 and March 2015	
Pupil feedback from surveys	
ASL framework, Girfec	
Headteacher guidance on Equality Act	

### (b) Rights Impact Assessment – Summary

Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

- ☒ Life
- ☒ Health
- ☒ Physical security
- ☐ Legal security
- ☒ Education and learning
- ☐ Standard of living
- ☐ Productive and valued activities
- ☒ Individual, family and social life
- ☒ Identity, expression and respect
- ☒ Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Summary of Enhancements of Rights</b>
Policy, Procedure will ensure children's rights under UNRC will be upheld and there will be consistency in this.
<b>Summary of Infringement of Rights</b>
Can these infringements be justified? Are they proportional?
Policy and Procedure in place to prevent infringement of rights

### (c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- ☒ Age
- ☒ Disability
- ☒ Gender identity
- ☐ Marriage / civil partnership
- ☐ Pregnancy / maternity
- ☒ Race
- ☒ Religion / belief

- ☒ Sex  
☒ Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
Procedure ensures reduction of risk, early identification of triggers and appropriate deescalation strategies to be used. Link to other policies - antibullying, attendance , exclusions.
<b>Negative Impacts</b>
Procedure in place to avoid negative impacts

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
Engagement in learning through Curriculum for Excellence enhances opportunities. A range of approaches are listed in the procedure to accommodate the different needs of pupils. Process of developing policy and procedures has ensured engagement and consultation. Feedback has been taken on board and helped to achieve this.
<b>Negative Impacts</b>
Procedure in place to avoid negative impacts eg. Listening to pupil voice and early identification of triggers.

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
Procedure promotes fairness, transparency, consistency of approach with focus on building relationships between all ensuring all needs are met and no pupil is disadvantaged because of specific needs.
<b>Negative Impacts</b>
Procedure in place to avoid negative impacts eg. Listening to pupil voice and early identification of triggers.

## Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

### (a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
This procedure does not encompass restraint or physical handling	This will be covered in another procedure.

### (b) Recommendations

Please record SMART recommendations which may include actions to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts
- (iv) further advance equality and rights, and promote good relations.

Recommendation	Responsibility of (name)	Timescale
All relevant policies will be linked	M Wilson	October 2015 - 2016
Use feedback from the parent and carer survey to gauge satisfaction levels.	M Wilson	April 16 and biannually

### (c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council's website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
January 2016	Andy Gray Head of Schools and Lifelong Learning	i,ii,iii