

Surrey County Council Equality Impact Assessment – Initial Screening Form

Please read pages 9-14 of the EIA toolkit for guidance before completing this form



Service: Children's Service		Policy: REMA		Name of officer: Antony Sanderson	
1.	Is this a major policy: i.e. high profile / will affect many people / will have a severe effect on some people?	Yes	✓	No	
		High risk. Complete a full EIA		Go to section 2	
2.	Is the policy likely to have an impact on a specific group of people? (People from the E&D strands)	Yes	✓	No	
		High risk. Complete a full EIA		Go to section 3	
3. For policies that have a low risk of impact on the E&D strands and where possible improvements have been identified complete section 5 below and sections 3 and 4 of the full EIA.					
4. For policies that have a low risk of impact on the E&D strands and require no action to be taken complete section 5 below.					
5. If this policy is low risk please give or attach evidence to indicate how you have reached this conclusion:					

Equality and Diversity strands that the policy is to be assessed against:	Age		Belief / Faith		Disability		Gender		Race		Sexual Orientation		HR Issues Only	
Could the policy have a negative or positive impact? (Yes/No)	+	-	+	-	+	-	+	-	+	-	+	-	+	-
	✓		✓		✓		✓		✓		✓		✓	

Head of Service Signed: _____ **Date:** _____

1. Summary of impact identified by equality and diversity strand:

Age Positive or Negative Impact:	The REMA service is targeted at children and young people from minority ethnic/language and Traveller communities, and its activities are designed to improve outcomes and life chances for these particular groups.
Belief / Faith Positive or Negative Impact:	The focus of the REMA service on children and young people from minority ethnic/language and Traveller communities extends to faith groups where this factor can affect outcomes for particular individuals or groups. Some REMA initiatives involve working in partnership with the Mosque Committee in Woking and REMA strategic work includes commissioning the activities relating to SACRE.
Disability Positive or Negative Impact:	Language assessments of children with a first language other than English can assist in revealing disabilities not identified through other processes. REMA staff can also assist other agencies in developing a more comprehensive picture of disabilities within specific minority ethnic communities.
Gender Positive or Negative Impact:	Specific REMA activities enhance job opportunities for girls from certain minority communities where there may be lower expectations regarding this group. Specific activities have focused on promoting the engagement of mothers and fathers from minority communities with county services.
Race Positive or Negative Impact:	The purpose of the REMA service is specifically to improve outcomes and life chances for children and young people from minority ethnic/language and Traveller communities. Service delivery is targeted to meet the needs of specific ethnic, language and cultural groups who have been identified as disadvantaged and under-achieving in comparison to other groups. REMA work includes a significant training and development element which impacts on the effectiveness of other professionals' work with children and young people from minority ethnic/language and Traveller communities.
Sexual Orientation Positive or Negative Impact:	REMA activities supporting individual children and young people from minority ethnic/language and Traveller communities can create a space for open dialogue with parents and children regarding personal issues such as sexual orientation. Work with some minority communities however can involve balancing the need for open dialogue with the need to maintain a constructive dialogue with the wider community group. Where different sets of values may be in tension, issues relating to sexual orientation may not be highlighted.
HR issues only: Positive or Negative Impact:	REMA Ethnic/Language Minority Support team has a high proportion of staff from demographically significant minority ethnic and faith communities in Surrey.

Please continue and attach a separate sheet if necessary

2. Give details of involvement and consultation or research undertaken for each relevant equality and diversity strand, upon which this policy has had an impact either internally or externally:

Age	
Disability	
Belief / Faith	Liaison with Muslim Pakistani community in Woking regarding education of children and young people from this community.
Gender	
Race	<p>REMA activities are informed by:</p> <ul style="list-style-type: none"> • participation and engagement of children and parents from minority ethnic, language and Traveller communities including home visits, parent workshops, advocacy work for individual parents at annual reviews • national policies and legislation regarding minority ethnic and Traveller groups and national and local data on relative performance and engagement of particular groups • schools' feedback and self-evaluation
Sexual Orientation	
HR issues only:	

Please continue and attach a separate sheet if necessary

3. Recommendations to improve this policy:

Age	Strengthen REMA activities focused on parents and families and identify effective models for wider dissemination.
Disability	Develop closer links with Physical and Sensory Support Service regarding minority language and Traveller children with disabilities.
Belief / Faith	Develop a greater knowledge of faith communities to inform REMA activities.
Gender	Analyse performance data by gender in order to identify attainment gaps and plan more targeted work with specific groups.
Race	<ul style="list-style-type: none">• Improve data and other processes for identifying communities who are at risk of being disadvantaged and achieving outcomes below those achieved by other Surrey communities.• Increase opportunities for children and parents receiving REMA support to participate in shaping service delivery.• Develop a more explicit focus on community cohesion within REMA activities.
Sexual Orientation	Use feedback from activity promoting equality and diversity within the curriculum to identify ways of improving confidence of REMA staff in dealing with issues of sexual orientation and bullying within minority communities.
HR issues only:	Scope ways of increasing future REMA recruitment from local minority communities in order to extend the range of linguistic diversity within the Ethnic and Language Minority Support team and enhance employment opportunities within the client communities.

Please continue and attach a separate sheet if necessary

4. Actions required to implement the EIA recommendations:

Action Plan:	Responsibility:	Date to be completed:
Complete language survey of REMA staff working with minority language pupils.	Antony Sanderson / REMA managers	March 08
Analyse performance data by gender in order to identify attainment gaps and plan more targeted work with specific groups.	Antony Sanderson / REMA managers	Dec 08
Develop management links between REMA and PSSS in order to create a better exchange of information between the two services.	Antony Sanderson / REMA managers	Dec 08
Improve quality of school census data on Travellers and pupil first language	Antony Sanderson / REMA managers	March 09
Contribute to development of a participation and engagement plan linked to the CYP Participation Strategy, which addresses the particular barriers faced by children from minority ethnic groups in getting their voices heard	Antony Sanderson / REMA managers	March 09
Share current models of work with parents and families between REMA teams	Antony Sanderson / REMA managers	March 09
Scope mentoring initiatives to build capacity within local minority language communities in order to enhance employment opportunities within the client communities.	Antony Sanderson / REMA managers	March 09
Plan and develop a REMA workshop around faith and culture.	Antony Sanderson / REMA managers	March 09
Disseminate outcomes of “Promoting Equality and Diversity in the Curriculum” project to REMA staff in order to increase confidence in dealing with issues around sexual orientation and bullying within minority communities.	Antony Sanderson / REMA managers	July 09

Please continue and attach a separate sheet if necessary

5. If no actions to be taken with respect to the recommendations please give reasons below:

Action plan review date: [January 2009](#) Name of person responsible for review: [Antony Sanderson](#)

EIA Assessor(s): [Antony Sanderson, Janice Taylor, Patricia Barr](#)

Date Completed: [31 January 2008](#)

Name Head of Service: _____ Signed: _____

1. **Signed hard copy and electronic version to be kept in your team for audit purposes**
2. **Send an electronic copy to the SCC 'Web Operations Team'**

Date sent to Web Operations Team: _____