

## Full Equality Impact Assessment (EqIA)

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this form and assessment.

What are the proposals being assessed? ( <b>Note:</b> ‘proposal’ includes a new policy, policy review, service review, function, strategy, project, procedure, restructure)	Community School Admission Arrangements – Academic Year 2014-2015
Which Directorate / Service has responsibility for this?	Children and Families
Name and job title of lead officer	Adrian Parker
Name & contact details of the other persons involved in the EqIA:	
Date of assessment:	13 February 2013

### Stage 1: Overview

<p><b>1. What are the aims, objectives, and desired outcomes of your proposals?</b> (Explain proposals e.g. reduction / removal of service, deletion of posts, changing criteria etc)</p>	<p>The aims of the policy are to ensure that Harrow meets the statutory requirements for consultation and determination of admission arrangements for Harrow community schools, including compliance with the School Admissions Code, equal opportunities legislation and the Equality Act 2010 and has in place a system where all parents feel they have the same opportunities to apply for the schools they want their child to attend.</p> <p>Ensure Harrow’s policy is in line with statutory requirements.</p> <p>That the oversubscription criteria are clear, fair and objective for all groups of children.</p>
<p><b>2. What factors / forces could prevent you from achieving these aims, objectives and outcomes?</b></p>	<p>The consultation processes ensure aims and objectives are achieved.</p>
<p><b>3. Who are the customers? Who will be affected by this proposal? For</b></p>	<p>Parents/carers of children and young people who attend Harrow schools, by ensuring there are clear, fair and objective admission arrangements at the centre of the application process for school places.</p>

example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Parents/carers are supported through the School Admissions Service, Access Harrow, and Schools to complete school application forms to ensure all pupils are enabled to apply for a school place.
<b>4.</b> Is the responsibility shared with another department, authority or organisation? If so: <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> </ul>	No
<b>4a.</b> How are/will they be involved in this assessment?	
<b>Stage 2: Monitoring / Collecting Evidence / Data</b>	
<b>5.</b> What information is available to assess the impact of your proposals? Include the actual data, statistics and evidence (including full references) reviewed to determine the potential impact on each equality group (protected characteristic). This can include results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, workforce profiles, service users profiles, local and national research, evaluations etc  (Where possible include data on the nine protected characteristics. Where you have gaps, you may need to include this as an action to address in the action plan)	
Age (including carers of young/older people)	n/a
Disability (including carers of disabled people)	Harrow Association of Disabled People
Gender Reassignment	n/a
Marriage / Civil Partnership	n/a
Pregnancy and Maternity	n/a
Race	Community Groups

	Parents and Staff			
Religion and Belief	Diocesan bodies and Faith School Bodies			
Sex / Gender	n/a			
Sexual Orientation	n/a			
<p><b>6.</b> Is there any other (local, regional, national research, reports, media) data sources that can inform this assessment?</p> <p>Include this data (facts, figures, evidence, key findings) in this section.</p>	No			
<p><b>7.</b> Have you undertaken any consultation on your proposals? (this may include consultation with staff, members, unions, community / voluntary groups, stakeholders, residents and service users)</p>	Yes	✓	No	
<p><b>NOTE:</b> If you have not undertaken any consultation as yet, you should consider whether you need to. For example, if you have insufficient data/information for any of the protected characteristics and you are <b>unable</b> to assess the potential impact, you may want to consult with them on your proposals as how they will affect them. Any proposed consultation needs to be <b>completed before</b> progressing with the rest of the EqIA. <b>Guidance on consultation/community involvement toolkit can be accessed via the link below</b>  <a href="http://harrowhub/info/200195/consultation/169/community_involvement_toolkit">http://harrowhub/info/200195/consultation/169/community_involvement_toolkit</a></p>				

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different equality groups (protected characteristics)?	What action are you going to take as a result of the consultation? This may include revising your proposals, steps to mitigate any adverse impact. <i>(Also Include these in the Improvement Action Plan at Stage 5)</i>
<p>Governors and headteachers of all Harrow schools All other admission authorities in the relevant area Neighbouring Local Authorities as required under The Education (Determination of Admission Arrangements) Regulations 2002. Local community groups. Parents and staff Diocesan Bodies/Faith Bodies</p>	<p>Notices / posters were provided for schools, nurseries, pre-school playgroups, libraries, medical centres, doctors' surgeries, supermarkets, etc. to display in order to inform parents about the consultation.</p> <p>Schools were provided with A4 flyers and response pro-formas and were asked to use their normal channels of communication to consult with parents (e.g. school newsletters, parents' evenings, school notice boards, etc.).</p> <p>Additionally, a notice advising of the consultation was placed in the December edition of the Harrow People magazine, which is delivered to all households in Harrow. The consultation documents and a survey were also posted on the Harrow website for parents to respond on-line.</p>	<p>No adverse impact reported</p>	<p>Not applicable</p>


### Stage 3: Assessing Impact and Analysis

8. What does your information tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Positive	Adverse	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.	What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)
Age (including carers of young/older people)			No adverse impact reported	
Disability (including carers of disabled people)			Within the proposals there are no issues that will impact on the equality of accessing schools places for children/young people with a disability. The Equality Act 2010 makes provision for reasonable adjustments to be made for children with disabilities	
Gender Reassignment			All community schools in Harrow are co-educational	
Marriage and Civil Partnership			No adverse impact reported	
Pregnancy and Maternity			No adverse impact reported	
Race			Within the proposals are no issues that will impact on the equality of accessing school places or impact on ethnic groups	

Religion or Belief			No adverse impact reported	
Sex			No adverse impact reported	
Sexual Orientation			No adverse impact reported	
Other (please state)			It was identified that vulnerable children known social services were not given priority in oversubscription criteria for all schools.	An extension to the medical criterion to give priority to children who have been identified as having a social need which places the child at a substantial risk if not placed at a specific school has been introduced.

<p><b>9. Cumulative impact –</b> Are you aware of any cumulative impact? For example, when conducting a major review of services. This would mean ensuring that you have sufficient relevant information to understand the cumulative effect of all of the decisions.</p> <p><b>Example:</b> A local authority is making changes to four different policies. These are funding and delivering social care, day care, and respite for carers and community transport. Small changes in each of these policies may disadvantage disabled people, but the cumulative effect of changes to these areas could have a significant effect on disabled people’s participation in public life. The actual and potential effect on equality of all these proposals, and appropriate mitigating measures, will need to be considered to ensure that inequalities between different equality groups, particularly in this instance for disabled people, have been identified and do not continue or widen. This may include making a decision to spread the effects of the policy elsewhere to lessen the concentration in any one area.</p>	<p><b>No</b></p>
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**10.** How do your proposals contribute towards the requirements of the Public Sector Equality Duty (PSED), which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible

working hours for parents/carers, IT equipment will be DDA compliant etc)			
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	Advance equality of opportunity between people from different groups	Foster good relations between people from different groups	Are there any actions you can take to meet the PSED requirements? <i>(List these here and include them in the Improvement Action Plan at Stage 5)</i>

The aims of the policy are to ensure that Harrow meets the statutory requirements for consultation and determination of admission arrangements for Harrow community schools, including compliance with the School Admissions Code, equal opportunities legislation and the Equality Act 2010 and has in place a system where all parents feel they have the same opportunities to apply for the schools they want their child to attend.

As the admission authority for community schools, Harrow is required to ensure the admission arrangements are:

- Clear (i.e. free from doubt) and easily understood.
- Objective
- Procedurally fair for all groups of children

**11.** Is there any evidence or concern that your proposals may result in a protected group being disadvantaged (please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act)?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential

justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. (select outcome 4)  
 If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. (select outcome 4)

**Stage 4: Decision**

12. Please indicate which of the following statements best describes the outcome of your EqIA ( tick one box only)

<b>Outcome 1</b> – No change required: when the EqIA has not identified any potential for unlawful conduct or adverse impact and all opportunities to enhance equality are being addressed.	✓
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or enhance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 5</i>	
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to enhance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have ‘due regard’. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(explain this in 12a below)</b>	
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>12a.</b> If your EqIA is assessed as <b>outcome 3</b> or have ticked ‘yes’ in Q11, explain your justification with full reasoning to continue with your proposals.	

**Stage 5: Making Adjustments (Improvement Action Plan)**

13. List below any actions you plan to take as a result of this impact assessment. This should include any actions identified throughout the EqIA.

Area of potential adverse impact e.g. Race, Disability	Action proposed	Desired Outcome	Target Date	Lead Officer	Progress




### Stage 6 - Monitoring

The full impact of the decision may only be known after the proposals have been implemented, it is therefore important to ensure effective monitoring measures are in place to assess the impact.

<b>14.</b> How will you monitor the impact of the proposals once they have been implemented? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 5)</i>	Admission arrangements for community schools are consulted on and reviewed annually if changes are proposed.			
<b>15.</b> Do you currently monitor this function / service? Do you know who your service users are?	Yes	✓	No	
<b>16.</b> What monitoring measures need to be introduced to ensure effective monitoring of your proposals? <i>(Also Include in Improvement Action Plan at Stage 5)</i>				
<b>17.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 5)</i>	The outcome of each admission round is monitored annually and the outcome reported to the Education Strategy Consultative Forum. ESCF considers all matters relating to the provision of education and schooling in Harrow and acts as a forum for communication between the Executive, school employees, governing bodies, other Councillors, denominational representatives, parents and other interested parties			
<b>18.</b> Have you received any complaints or compliments about the policy, service, function, project or proposals being assessed? If so, provide details.	A formal consultation which took place between 5 <sup>th</sup> December 2012 and 30 <sup>th</sup> January 2013. 91 responses were received from parents/carers and 4 responses received from governors/headteachers. A full Analysis of the outcome of the consultation has been included in the Cabinet report			

<b>Stage 7 – Reporting outcomes</b>			
The completed EqIA must be attached to all committee reports and a summary of the key findings included in the relevant section within them.			
EqIA's will also be published on the Council's website and made available to members of the public on request.			
<b>19. Summary of the assessment</b>			
<b>NOTE:</b> This section can also be used in your reports, however you must ensure the full EqIA is available as a background paper for the decision makers (Cabinet, Overview and Scrutiny, CSB etc)			
<p>What are the key impacts – both adverse and positive?          Are there any particular groups affected more than others?          Do you suggest proceeding with your proposals although an adverse impact has been identified? If yes, what are your justifications for this?          What course of action are you advising as a result of this EqIA?</p>			
<b>20. How will the impact assessment be publicised? E.g. Council website, intranet, forums, groups etc</b>	Background papers to the Cabinet report that will be considered by Cabinet at its meeting on 14 <sup>th</sup> March 2013.		
<b>Stage 8 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
<b>21. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</b>			
Signed: (Lead officer completing EqIA)	Adrian Parker	Signed: (Chair of DETG)	Richard Segalov
Date:	15.2.13	Date:	15.2.13