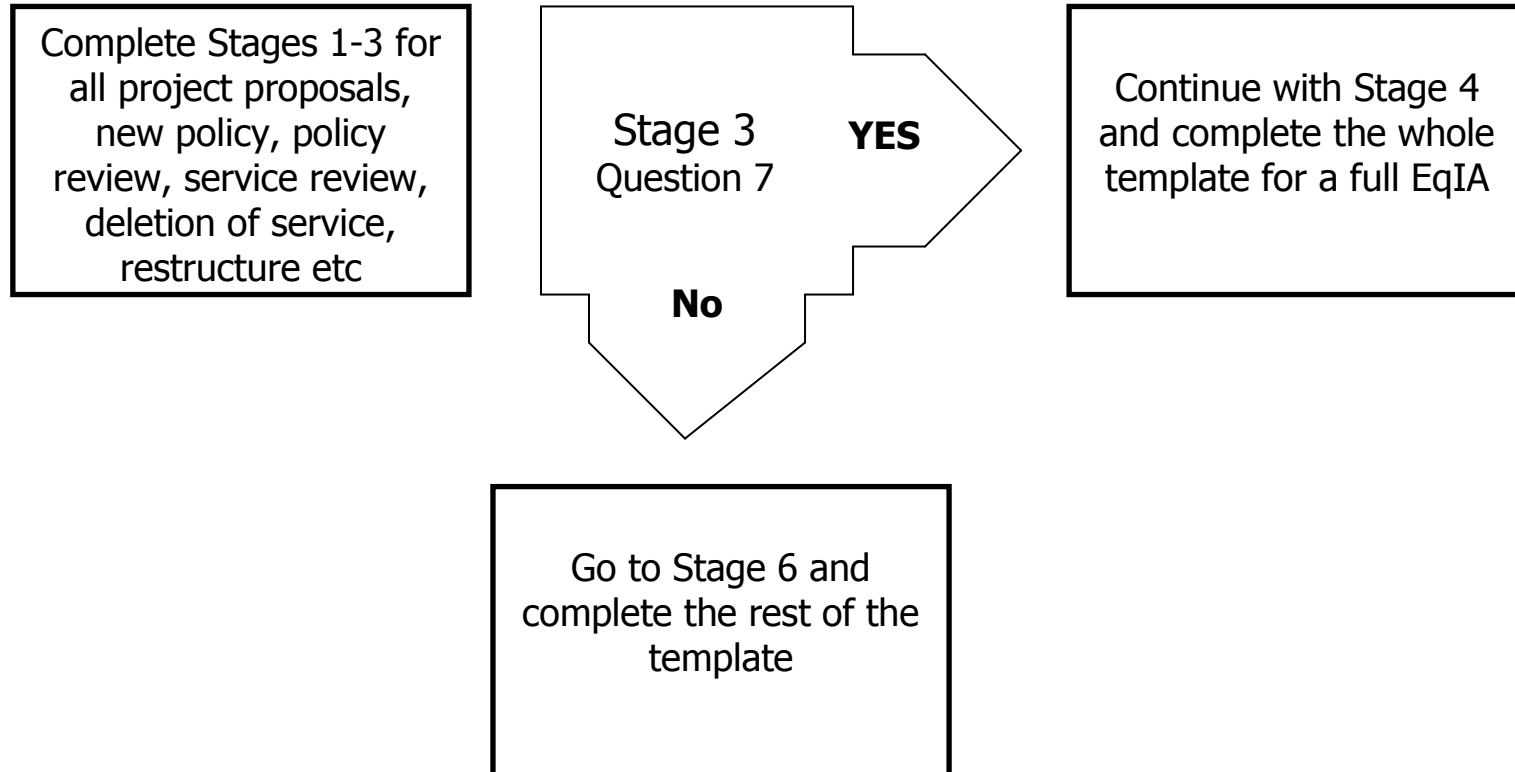


Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



Equality Impact Assessment (EqIA) Template

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 assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:		Tick ✓	Type of Decision:		Tick ✓
Transformation			Cabinet		✓
Capital			Portfolio Holder		
Service Plan			Corporate Strategic Board		
Other	Re-tendering of a contract	✓	Other		
Title of Project:		To seek approval to re-tender the contract for Information, Advice, Guidance (IAG) and Support Services to Young People in Harrow.			
Directorate / Service responsible:		Children & Families Directorate			
Name and job title of lead officer:		Kamini Rambellas Divisional Director – Early Intervention and Targeted Services			
Name & contact details of the other persons involved in the assessment:		Nimesh Mehta Commercial Business Partner Ext: 2145 Priya Ganatra Children’s Commissioner Ext: 5237			
Date of assessment:		3 rd February 2015			
Stage 1: Overview					
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal)		The Education Act 2011 places the duty for local authorities to encourage, enable or assist young people’s participation in education or training and to assist the most vulnerable and risk of disengaging with education or work. In addition, Local Authorities are expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a			

of service, restructure, deletion of posts etc)

suitable place in post-16 education or training and that they are assisted to take up a place.

Therefore we are seeking approval from Cabinet to:

1. Re-tender the above service with a view to awarding a 3 year contract with a possible extension of a further 2 years from April 2016.
2. Delegate authority to the Corporate Director for Children and Families in consultation with the Portfolio Holder for Children, Schools and Young People, together with the Portfolio Holder for Finance and Major Contracts to award a contract for IAG Service. This will ensure that the tendering process is undertaken without delay and that new services are commissioned as soon as possible.

2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)	Residents / Service Users	✓	Partners	✓	Stakeholders	✓
	Staff		Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			

3. Is the responsibility shared with another directorate, authority or organisation? If so:

- Who are the partners?
- Who has the overall responsibility?
- How have they been involved in the assessment?

No – the Local Authority Children & Families Directorate are solely responsible for commissioning this service.

Stage 2: Evidence / Data Collation

4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)	
Age (including carers of young/older people)	According to the 2011 census the overall population of Harrow was 239,100, of which 15,100 are aged 15-19 year old. Schools are responsible for providing the service to 11-15 year olds and the local authority has the responsibility to the 15-19 year olds or up to 25 with special educational needs. The service provider would therefore be offering a service to those 15,100 young people resident of Harrow that meet the criteria for referral.
Disability (including carers of disabled people)	There is a statutory responsibility on the local authority to support vulnerable children and young people with special educational needs (SEN). The Children's Act 2014 introduced important changes to support children and young people with SEN, creating education, health and care (EHC) plans to replace SEN statements. The Act states that local authorities and its commissioning partner bodies must make arrangements about the education, health and care provision to be secured for children and young people that have special educational needs and who have a disability. December 2014 NEET figures show that from the cohort of young people resident in Harrow that have SEN is 920. Of this number, 54 are not in education, employment or training. The local authority has a statutory responsibility to provide this service for young people with SEN and therefore there will be a positive impact.
Gender Reassignment	Not applicable – the service is available to all young people with this protected characteristic
Marriage / Civil Partnership	Not applicable – the service is available to all young people with this protected characteristic
Pregnancy and Maternity	Positive impact – the service includes providing support to those young people that are unable to work because of pregnancy
Race	The service is for those young people at risk of or not in education, employment or training (NEET) aged 15-19. December 2014 data show that amongst the 193 young people that are NEET, 81 are White British. There would be a positive impact therefore as the numbers potentially accessing the service would be higher for this ethnic group.
Religion and Belief	Not applicable – the service is available to all young people with this protected characteristic
Sex / Gender	Not applicable – the service is available to all young people with this protected characteristic
Sexual Orientation	Not applicable – the service is available to all young people with this protected characteristic
Socio Economic	The local authority has a statutory duty to provide information, advice and guidance to those young people that are

NEET. From the December 2014 NEET figures, the total cohort of young people resident of Harrow aged 15-25 years old is 9,980. Of which 193 are NEET. The service focuses on supporting young people into education and employment and will therefore have a positive impact on those young people that are NEET.

5. What consultation have you undertaken on your proposals? –

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
<p>Not required to seek approval for tendering as this is a statutory requirement for the LA.</p> <p>Upon approval, a range of partners/stakeholders will be consulted and involved in the tendering process.</p>	<p>Focus groups with young people and stakeholders to design the service specification.</p>		

6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?

List the Title of reports / documents and websites here.

1. Department for Education – Statutory Guidance on Participation of Young People in Education, Employment or Training for Local Authorities, March 2013.
2. The Children’s Act 2014
3. The council has a contract with a partnership support unit that collects, analyses and provides reports on the activity of young people. They access various data bases from:

- School/Academies/College lists (Internal, all London regions and external to London, Berks, Bucks, Herts, MKOB, Surrey)
- All West London and LB Barnet School Census' and September Guarantee offer
- UCAS lists/information either direct or from Schools/Academies/Colleges
- LCCIS checking (London system made up of the 5 regional systems East, Central, North, South & West), this enables us to track YP outside of our own London region.
- LCCIS compare tool across London region
- Education, Employment and Training information/data from training providers
- National Not Known tracking across England for all West London & LB Barnet – proved very useful finding YP as far as Manchester, Birmingham etc..
- ILR/Apprenticeship information/data received from the Data Service – received monthly through specific Information Sharing Agreements with PSU/borough
- Checking for information from other boroughs systems as well as Harrow's own (FWI, YOS, LAC)
- Access to National Pupil Database (NPD)
- Electoral roll checking (ERO)
- LRS (Learner Record Service) – has full ILR data and although a little out of date, it is worth trying for YP not known
- Pan London Early Leaver notification process – Schools, Colleges, training

providers using the London Councils secure portal to notify the London regional units of their early leaver YP (dropping out) from their institutions outside of Harrow.

- DWP data received – YP 18-19yrs old claiming JSA (new claimants)
- Mail outs and text messaging (IYSS has in built SMS system)

Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

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

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

NO - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).

Stage 5: Assessing Impact and Analysis

10. What does your evidence 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	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)				

Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				
Race				
Religion or Belief				
Sex				
Sexual				

orientation									
11. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic? If yes, which Protected Characteristics could be affected and what is the potential impact?	Yes		No						
11a. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion? If yes, what is the potential impact and how likely is to happen?	Yes		No						
12. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic 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) available on Harrow HUB/Equalities and Diversity/Policies and Legislation									
	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.									
<ul style="list-style-type: none"> ▪ 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 6: Decision

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

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.	✓
Outcome 2 – Minor adjustments to remove / mitigate adverse impact or advance 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 7</i>	
Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance 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. (Explain this in 13a below)	
Outcome 4 – 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)	
13a. If your EqIA is assessed as outcome 3 or you have ticked 'yes' in Q12 , explain your justification with full reasoning to continue with your proposals.	

Stage 7: Improvement Action Plan

14. 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 required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
None identified					

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Stage 8 - Monitoring

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

15. How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i>	This service will be monitored by the local authority. It will be monitored through scheduled quarterly meetings with the lead commissioner, service provider and service managers from children and families. All monitoring reports will be available on request.
16. How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i>	As Above
17. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.	None

Stage 9: Public Sector Equality Duty

18. How do your proposals contribute towards 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
By acting to ensure all young people in Harrow have access to a high quality information advice and guidance, Harrow is promoting equality of opportunity and improving outcomes for all young people.	By acting to ensure all young people in Harrow have access to a high quality information, advice and guidance, Harrow is promoting equality of opportunity and improving outcomes for all young people.	By acting to ensure all young people in Harrow have access to a high quality information, advice and guidance, Harrow is promoting equality of opportunity and improving outcomes for all young people.

Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.

19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	EQIA QA group		
Signed: (Lead officer completing EqIA)	Priya Ganatra	Signed: (Chair of DETG)	Roger Rickman
Date:	04/02/15	Date:	2.3.15
Date EqIA presented at the EqIA Quality Assurance Group	02/03/15	Signature of ETG Chair	Pp Roger Rickman