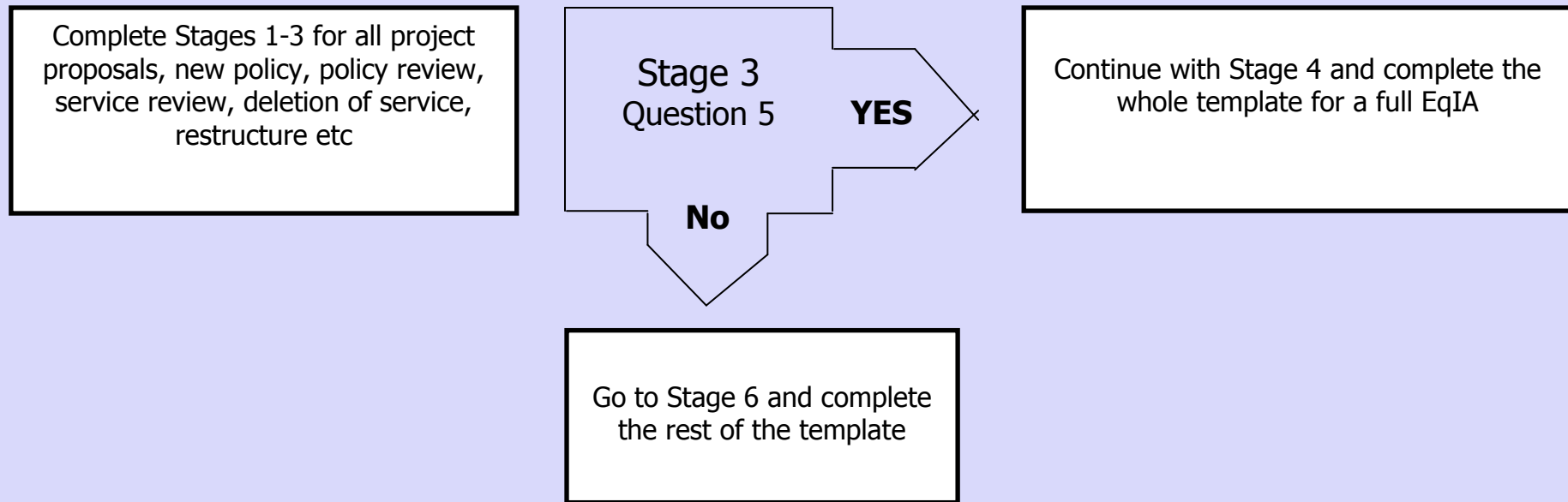


Equality Impact Assessment Template

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



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- **SIGN OFF:** All EqIAs need to be signed off by your Directorate Equality Task Groups. EqIAs relating to Cabinet Reports need to be submitted to the EqIA Quality Assurance Group at least one month before your Cabinet Report date. This group meets on the first Monday of each month.
- Legal will NOT accept any reports without a fully completed, Quality Assured and signed off EqIA.

The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

Equality Impact Assessment (EqIA) Template

Type of Decision: Tick ✓	<input checked="" type="checkbox"/> Cabinet	<input type="checkbox"/> Portfolio Holder	<input type="checkbox"/> Other (explain)
Date decision to be taken:			
Value of savings to be made (if applicable):	£99,000		
Title of Project:	Transforming Partnerships to Achieve Better Outcomes for Young People		
Directorate / Service responsible:	People Services / Education and Commissioning / Education Strategy / Enhancing Achievement		
Name and job title of Lead Officer:	Pauline Nixon		
Name & contact details of the other persons involved in the assessment:	Patrick O'Dwyer: 020 8736 6514		
Date of assessment (including review dates):	23 October 2015		

Stage 1: Overview

<p>1. What are you trying to do?</p> <p>(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>In order to achieve greater efficiency for the Council, the proposal is to transform the Council's approach to working with young people in partnership with the voluntary sector. The growth and development of the voluntary sector has long been one of the Council's ambitions and the sector is small and with relatively limited success in achieving its wider ambitions. Colleagues in Enhancing Achievement (a section within Education Strategy) have a long tradition of working with the voluntary sector and schools, in raising external funding, in meeting the needs of vulnerable and disadvantaged children and their parents and in improving the quality of provision and level of engagement of the supplementary school provision locally. This proposal, whilst reducing staff establishment at Harrow Council, intends to:</p> <ol style="list-style-type: none"> 1. Maximise opportunities for volunteering through collaborative working with the voluntary and community sector 2. Continue to ensure that, through schools and the voluntary sector people from all backgrounds are respected, treated fairly and achieve good educational outcomes. 3. Improve the Council's ability to deliver an efficient and effective organisation
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The proposal is to reduce the establishment of Education Strategy by the two posts in the Enhancing Achievement team and support the creation of a new charity to meet the Council's wider objectives on behalf of the community.

The two posts in this proposal are a legacy from the former Ethnic Minority Achievement grant which ceased some years ago but which the Council retained for the additional benefits that they brought to the community and schools. Neither post fulfils any statutory requirement of the Local Authority.

Post 1 The Traveller Liaison post works with the Traveller of Irish Heritage community and is currently funded approximately three days per week by the Forest School paying the LA for this time (local charity established 2013). These contribute to the overall cost of the post but are not guaranteed on going and do not meet full costs. The Forest School is itself a charity and this would not normally be the kind of activity a LA would, even with a funding arrangement, provide staff for. The post holder also works with the Traveller community to help them access education and additional services. The latter element is a service the post was directly not intended for.

Post 2 The Enhancing Achievement senior professional post works with the supplementary schools to support their development and to secure grant funding from charities to sustain the work of the schools with respect to vulnerable and disadvantaged children, parents and families.

It is proposed that these two posts are deleted.

Post 1: The **Traveller Liaison Post** will be deleted with the process starting Autumn 2015. The post will be deleted with effect from 31 March 2016. There is limited risk in deleting this post. The work of the Forest School is likely to remain and continue to benefit young people. The Forest School can continue to directly employ this colleague if they wish.

Associated Risks of the Deletion of the Traveller Liaison Post

Some Traveller families of Irish Heritage will not have access to a specialist service. Loss of internal expertise and some existing relationships with Traveller families will be

met by other links with the community through Early Intervention Services teams.

Some 18 schools have benefited from the work of the Traveller Support Officer in recent years. There are approximately 20 children of Traveller heritage in secondary schools and 69 in primary schools in Harrow; although it must be noted that Travellers do not always declare their heritage as such so the number could be greater. Schools may continue to directly purchase the support in such a liaison role as they wish. This is what they would do for any other ethnic group. This could be funded through various grant schemes identified by the Securing Success charity in future (see below). There is no statutory requirement on the LA to have this post and the duty on the educational performance for Traveller children falls principally and directly on schools.

Post 2: The Senior Professional Post (Enhancing Achievement) will work throughout the academic year September 2015 - August 2016 to develop a charity arm for this work (see above). During this time the council will begin the process to delete the post with effect from 31 August 2016. For the period from April 2016 until August 2016 the post will remain to lead the transformation, including the development of the new charity (Securing Success as a working title) until the post is deleted and the post holder made redundant.

From 1 April 2016 to 31 August 2015 this post will cost the Council approximately £25,000. The aim is to cover 75% of this from management fees and from external funding sources including charity set up funds.

Associated Risks to Deletion of Senior Professional Post:

There are risks associated with the deletion of this post to the LA but the impact on protected characteristics should be limited as the new Charity takes over much of this work.

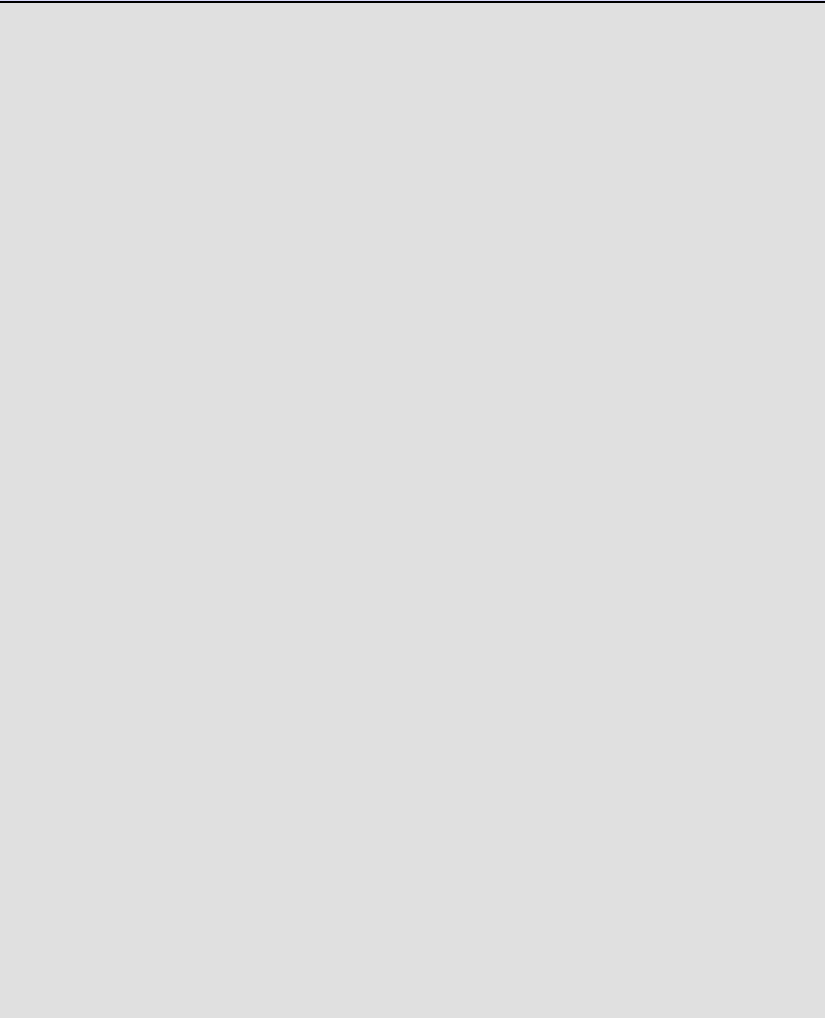
Through the deletion of this post the council will lose inside knowledge of the community groups and supplementary schools and the eyes and ears of the organisation to identify unregulated schools. The provision in Harrow has been described as outstanding in a recent research paper and Harrow is exceptional in the work that it does in these areas. These established relationships support general capacity building across communities, including those which can be hard to hear and reach

This could have serious implications where safeguarding concerns may not be identified as speedily where readiness to report concerns in the supplementary school community may be hampered by less direct Council engagement and in the opportunities for the promotion of good practice in supplementary schools. The loss of the post could also result in a loss of income to schools through the funded generated by successful bidding. An estimated 30,000 annual loss to the Council in management fees will also result. It may also cost the Council some funding to commission certain activities from time to time. Much of this risk can be offset by the successful establishment of the new charity to which the Council can be a partner and commissioner.

If the charity is not established this would put the quality assurance from the Council's perspective at risk, with the loss of demonstrable benefits of improved educational outcomes for many children and young people. External funding opportunities may not be matched to Harrow Council's priorities and the funding available to schools for targeted intervention may decrease. Schools and the new charity may be able address this risk of a shortfall. Importantly the highly successful, and now nationally recognised, importance of Harrow Council's work with supplementary schools will be undone.

Two members of staff are directly affected. As this is a very small number the risk of their characteristics being identified and attributed to an individual is high.

This proposal if fully implemented will not result in any adverse impact on any protected characteristic and the LA's statutory duties will be unaffected. There may be some impact on the LA non-statutory work but the current fiscal conditions would not justify the retention of these tasks where other options are available.



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,

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- authority or organisation? If so:
- Who are the partners?
 - Who has the overall responsibility?
 - How have they been involved in the assessment?

The responsibility for these activities and decisions rests only within the People Directorate. Schools, local charities and supplementary schools are partners in different aspects of the work involved. Although both sectors understand the potential impact of Council efficiencies in these areas they have not yet been formerly consulted on the proposal in relation to possible redundancies in this change as the Council has yet to make a decision in relation to staff and it would be inappropriate to formerly consult on the finer detail without a, at least concurrent, staff consultation. However, Education Strategy has been in discussions with different charities in order to develop a new model of working (the substantive part of this proposal) and provide for these activities going forward. We have had a very positive response to date and new arrangements are already beginning to be implemented.

Stage 2: Evidence & Data Analysis

4. What evidence is available to assess the potential impact of your proposals? 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, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you may need to include this as an action to address in your Improvement Action Plan at Stage 6)

Protected Characteristic	Evidence	Analysis & Impact
Age (including carers of young/older people)		
Disability (including carers of disabled people)		
Gender Reassignment		
Marriage / Civil Partnership		
Pregnancy and Maternity		
Race		
Religion and Belief		

Sex / Gender		
Sexual Orientation		

Stage 3: Assessing Potential Disproportionate Impact

5. 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 6

Stage 4: Further Consultation / Additional Evidence

6. 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? E.g. revising your proposals

Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

Protected Characteristic	Positive Impact ✓	Adverse Impact		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 7	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 6)
		Minor ✓	Major ✓		
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					
8. Cumulative Impact – Considering what else is happening within the				Yes	✓
					No

<p>Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>	<p>If there is a significant reduction in early intervention services that may limit the Council's capacity to work with families that may find it particularly difficult to access services or who are often, in the case of some TIH, keen to work only with those they have a long established relationship with. The protected characteristic at risk could be Race.</p>
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<p>9. 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?</p> <p>If yes, what is the potential impact and how likely is it to happen?</p>	<table border="1"> <tr> <td data-bbox="1146 368 1393 419">Yes</td> <td data-bbox="1393 368 1632 419">✓</td> <td data-bbox="1632 368 1899 419">No</td> <td data-bbox="1899 368 2141 419"></td> </tr> </table>	Yes	✓	No	
Yes	✓	No			
	<p>The overall presence of the Council in the third sector environment. These are non-statutory elements as far as education services are concerned but the DfE, GLA and independent analysis has pointed to Harrow's work with the supplementary schools. We have been regarded as a national leader in this area. This has helped to improve the quality assurance around SSs and enabled the Council to develop strong community links here. There is some concern nationally about SSs but Harrow's approach has been proactive and a model of good practice. The successful establishment of the Charity, in partnership with the Council, will mitigate the risks. Community cohesion could be at some risk but it would not affect any protected characteristic.</p>				

Stage 6 – Improvement Action Plan

<p>List below any actions you plan to take as a result of this Impact Assessment. These should include:</p> <ul style="list-style-type: none"> • Proposals to mitigate any adverse impact identified • Positive action to advance equality of opportunity • Monitoring the impact of the proposals/changes once they have been implemented • Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?
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Area of potential adverse impact e.g. Race, Disability	Proposal to mitigate adverse impact	How will you know this has been achieved? E.g. Performance Measure / Target	Lead Officer/Team	Target Date

Stage 7: Public Sector Equality Duty

10. How do your proposals meet the Public Sector Equality Duty (PSED) which requires the Council to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people from different groups
3. Foster good relations between people from different groups

The division intends to continue its current commitments in these areas. It has already achieved well in these but intends to do this through a different mechanism and, in line with the transformation of local government nationally, to embrace the opportunity of working with new partnerships to achieve the objectives. This will allow the directorate/division to provide challenge and support to agencies delivering on our core objectives for young people and their families. Some elements of the work will continue through remaining services, such as elements of Families First and Early Intervention (and services in other Directorates) where Travellers, as one example need additional support to access services.

Stage 8: Recommendation

11. 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 of opportunity are being addressed.	
Outcome 2 – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqIA and these are listed in the Action Plan above.	✓
Outcome 3 – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality of opportunity. 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 Q12 below)	
12. If your EqIA is assessed as outcome 3 explain your justification with full reasoning to continue with your proposals.	

Stage 9 - Organisational sign Off

13. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	People Services Directorate		
Signed: (Lead officer completing EqIA)		Signed: (Chair of DETG)	
Date:		Date:	
Date EqIA presented at the EqIA Quality Assurance Group (if required)		Signature of DETG Chair	