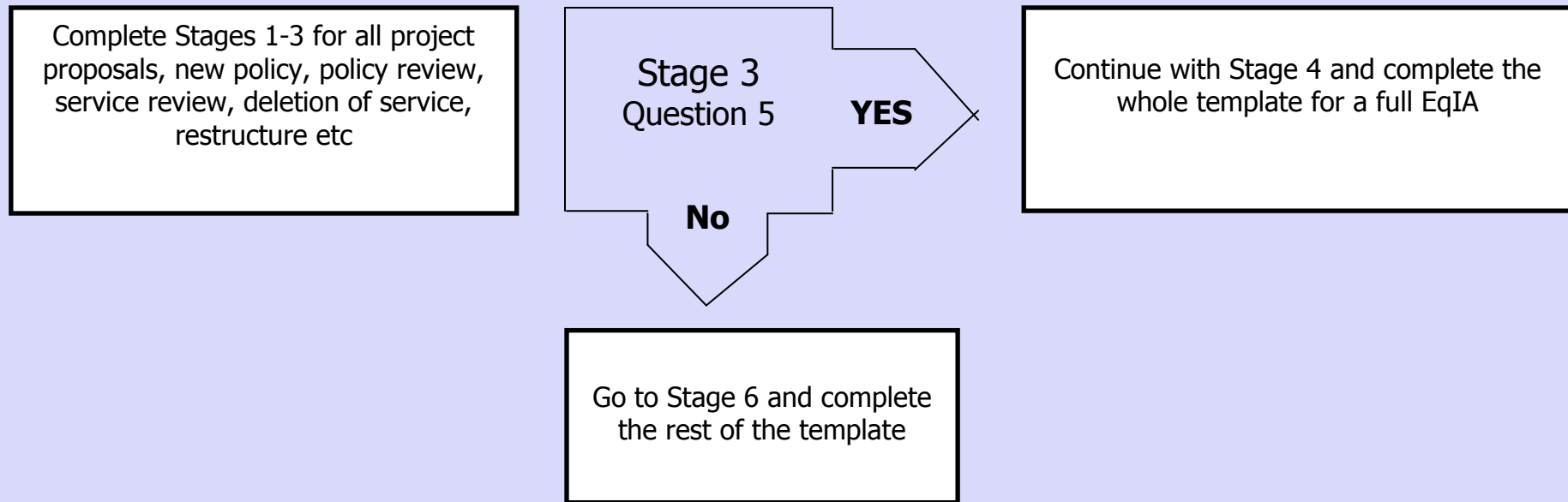


Equality Impact Assessment Template

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 ✓	✓	Cabinet		Portfolio Holder		Other (explain)	
Date decision to be taken:							
Value of savings to be made (if applicable):	£44,000						
Title of Project:	PC 21 - Transformation of Governor Services						
Directorate / Service responsible:	People Services / Education and Commissioning / Education Strategy / Governor Services						
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>Statutory Duties: Governor Support</p> <p>Education and Inspections Act 2006 (“the 2006 Act”)</p> <ul style="list-style-type: none"> • Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act) (amended the Act) • Education Act 2011 (amended the 2006 Act, and Schedule 14) • Education Act 2002, including Schedule 2 • Education Act 2005 • School Standards and Framework Act 1998 • The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (Transition Regulations) • Academies Act 2010 <p>Section 60 (performance and safety warning notices)</p> <p>Section 60a (teachers’ pay and conditions warning notices)</p> <p>Section 63 (power of the LA to require governing bodies of schools eligible for intervention to enter into arrangements)</p> <p>Section 64 (power of LA to appoint additional governors)</p> <p>Section 65 (power of LA to provide for governing bodies to consist of interim executive boards)</p> <p>Section 66 (power of LA to suspend the right to delegated budget)</p>
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Section 72 (power of LA to exercise their functions in respect of schools causing d

Through amalgamation and conversion to academy, the number of LA maintained schools has declined in recent years. Furthermore, the reconstitution of maintained school governing bodies under the 2012 regulations, which was completed in August 2015, means that there are now less than 60 LA governors in schools. As these have nearly all been quite recently appointed the work around LA governor recruitment, selection and nomination will be less demanding in the short term. Some work will remain in this area. In supporting the recruitment of other types of governors (not a statutory requirement), Governor Services has continued to promote with governing bodies the recruitment work of the SGOSS, a nationally funded body.

The proposal, therefore, is to transform the manner in which the Local Authority discharges its duties with respect to school governance in order to achieve greater efficiency and a re-alignment of responsibilities within current financial restraints and to continue to deliver a high quality service to schools and within the directorate.

The proposal is to delete the post of Governor Services Officer within Education Strategy and to transform the organisational structure in order to deliver the statutory duties (or commission them) in a different way. As there is no reduction in the statutory service to schools, there is expected to be no adverse impact on governors in carrying out their duties although there will need to be regular communication between now and 31 March 2016 to prepare governing bodies for the new arrangements and to direct them to other sources of guidance.

This proposal will not result in the Local Authority forgoing any of its statutory duties with respect to school governance and other LA duties. These will just be delivered in a different way and with greater cost efficiency.

Risks

The work of the GSO is well regarded by schools and is the principal point of contact on day to day matters of governance (with the exception of governor training). The post also liaises with the Association of Harrow Governing Bodies, the London Co-ordinators group and Legal Services.

	<p>It is highly likely the net saving to the Council may fall short of £44,000 as the small number of statutory elements of the work will need to continue and be picked up by other existing services or externally commissioned. However, non-statutory aspects could be added to existing service level agreements. Other Council services could charge schools for some (but not reasonably all) of these activities. Advice services to governing bodies are also available now in the private sector at a charge or free on the Department of Education website.</p> <p>The specific proposal is that, on deletion of this post, some of these duties may transfer to the Harrow School Improvement Partnership (HSIP). Harrow School Improvement Partnership is unlikely to agree to leading on this additional statutory role without financial support. Schools are unlikely to agree to pay costs associated with specific LA statutory responsibilities.</p> <p>Schools do have a SLA with legal services and this could be extended to include advice on reconstitution and clerking.</p> <p>Other options are being considered such as reducing the FTE of this post or providing parts of it through a skilled and knowledgeable Business Support Unit post. Sharing with another Local Authority will also require a budget and may risk the loss of the LA direct knowledge of the workings of local governing bodies and their personnel.</p> <p>Providing all governor support through a senior officer will inevitably absorb what is essentially a lower graded relatively more administrative function thus limiting capacity at a senior level. A senior officer has a very good understanding of the statutory functions and duties on governing bodies and, in relation to these, on the LA and can oversee this transformation.</p> <p>There is no adverse affect on any protected characteristic in the client base (Stage 2 below) as the statutory functions will continue to be met. One member of staff is affected through redundancy. The risk of their characteristics being identified and attributed to an individual is high; discretion has been used.</p>					
<p>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners	✓	Stakeholders	✓
	Staff	✓	Age		Disability	
	Gender Reassignment		Marriage and Civil		Pregnancy and	

		Partnership		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?

The responsibility for the functions delivered by the GSO in the current structure is not shared with any other directorate. However, Governor Services rely from time to time on the advice of Legal Services, which in turn have separate SLAs with schools. Legal Services agree to the Instrument of Government for a Governing Body which is then signed off by the Director of People Services.

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
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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 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	✓	
9. Any Other Impact – Considering what else is happening within the	Yes		No	✓	

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 it to happen?

Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- 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?

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
Not Applicable (following relates only to structural change issues)	Schools have a SLA with legal services and this could be extended to include further advice on reconstitution and clerking.		Legal Services	March 2016
Not Applicable (following relates only to structural change issues)	Other options are being considered such as reducing the FTE of this post or providing parts of it through a skilled and knowledgeable Business Support Unit post. Sharing with another Local Authority will also require a budget and may risk the loss of the LA direct knowledge of the workings of local governing bodies and their personnel.		Pauline Nixon, Education and Commissioning	March 2016

Stage 7: Public Sector Equality Duty					
<p>10. How do your proposals meet the Public Sector Equality Duty (PSED) which requires the Council to:</p> <ol style="list-style-type: none"> 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 			<p>The LA will continue to provide its statutory duties with respect to school governance, although there may be a loss of some non-statutory elements, and will continue to explore how best to maximise effective practice across services and through other state-funded and private providers to support school governing bodies as appropriate.</p>		
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	