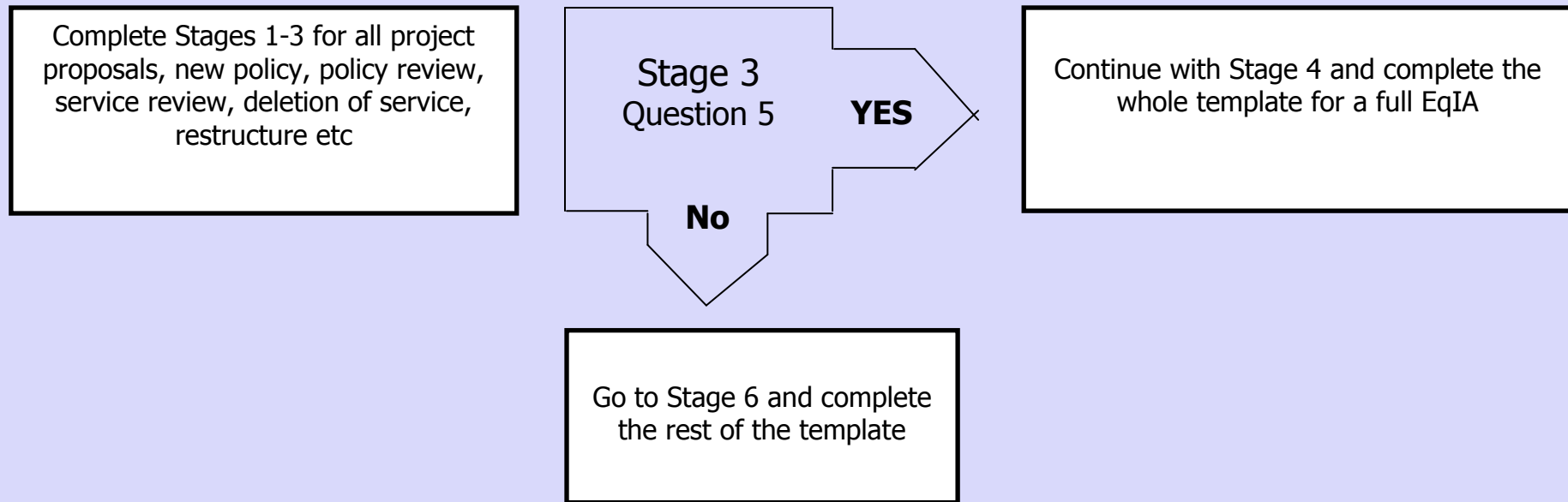


Equality Impact Assessment Template

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):	£130k			
Title of Project:	Reduction C23: Harrow School Improvement Partnership (HSIP full Cost recovery including SSCs)			
Directorate / Service responsible:	People Directorate			
Name and job title of Lead Officer:				
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Strategy			
Date of assessment (including review dates):	3 November 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>This proposal is to reclaim full cost recovery of Support Service Charges. HSIP currently pays £26k p.a. towards these costs and the full cost recharge has been estimated as £161k p.a. Therefore a further £130k is being proposed, some five-fold rise.</p> <p>The options to recover this amount of funding the following 3 options are available:</p> <ol style="list-style-type: none"> 1. Increase Income of the Service 2. Reduce staffing 3. A combination of 1 and 2. <p>Options 2 and 3 will impact directly on staff. The exact extent will be determined by the final decisions.</p> <p>Harrow School Improvement Partnership is a partnership with schools and the council that provides school improvement services for schools and enables the local authority to fulfil its statutory duties for school improvement.</p> <p>Statutory Duties: School Improvement 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
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2006 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

The Education and Inspections Act of 2006 (revised 2011) outlines in Part 4 legislation on LA powers of intervention covering action and support on schools causing concern. This builds on existing statutory powers and good practice to ensure that every pupil is provided with the education and opportunities that they deserve.

The Act includes provision to ensure earlier action to address underperformance in schools through more prompt and timely use by the LA of the powers set out in the Act to challenge, and where necessary intervene, where a school is not able to address underperformance itself.

LAs are expected to take robust action to tackle failure, and to challenge and support schools. Where schools have been deemed by Ofsted to be in Serious Weaknesses or Special Measures, the Act sets out the expectation that action to address weaknesses will lead to faster improvement than has been the case in the past.

Harrow School Improvement Partnership (HSIP) is a school improvement service delivered in partnership with schools. The partnership service was established nearly 4 years ago when the decision was made to provide school improvement services through a member based organisation. At the time of it being established the government reduced the LA's responsibility for school improvement and withdrew considerable funding.

This model established a vehicle to provide school improvement services to schools on a buy-back basis, for the local authority to commission to provide support for schools causing concern and to operate as a trading vehicle beyond Harrow. The expectation was that it would either evolve to become a legal entity or cease to operate.

Contingency funding was put into place in 2013 to secure the service and pay

	<p>redundancy costs if the partnership did not succeed in attracting sufficient members to be viable.</p> <p>The Partnership has gained momentum and most Harrow schools - primary, secondary and special - are member schools. The council commissions HSIP to deliver its statutory duties, supported by a payment of £170,000 p.a. The Partnership also attracts other sources of income from Brent, other LA services (e.g. governor training, SEND, early years and Public Health) to deliver aspects of school improvement.</p> <p>The 2 year membership agreement finished in July 2015. In January 2015, the HSIP Board considered 2 options for the future, basically to continue the offer or to disband. The board unanimously agreed on behalf of its members to continue and schools have entered into a further 2 year service level agreement.</p> <p>The model agreed in 2013 was not reconsidered when the agreement finished. This original model, allowed staff to be employed by the Local Authority (LA) and to use a range of LA services e.g. Payroll, HR and IT. The financial risk therefore sits entirely with the LA. There is currently 22 staff.</p> <p>From September 2015 the team is based at Whitmore High School.</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 Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> • Who are the partners? • Who has the overall responsibility? • How have they been involved in the assessment? 	<p>Harrow Council is the employer of all the staff. The partners are HSIP member Harrow Schools and the Council. The HSIP board has responsibility for the operation of HSIP in relation to the funded provided by Schools. The Board have established a working group to explore the funding model to sustain HSIP as a financially viable operation.</p>					

Harrow Council is undertaking the assessment as the employer.

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)	<p>22 staff directly employed including Virtual School & early years staff as recorded by HR records.</p> <p>The age profile of staff is as follows:</p> <table border="1"> <tr> <td>30-40</td> <td>3</td> </tr> <tr> <td>40-50</td> <td>5</td> </tr> <tr> <td>50-60</td> <td>8</td> </tr> <tr> <td>60+</td> <td>4</td> </tr> </table>	30-40	3	40-50	5	50-60	8	60+	4	There is no identified impact based on this characteristic.
30-40	3									
40-50	5									
50-60	8									
60+	4									
Disability (including carers of disabled people)	22 staff directly employed including virtual school & early years staff as recorded by HR records. No staff are recorded as having a disability.	There is no identified impact based on this characteristic.								
Gender Reassignment	22 staff directly employed including virtual school & early years staff as recorded by HR records. No staff are recorded as having Gender Realignment	There is no identified impact based on this characteristic.								
Marriage / Civil Partnership	22 staff directly employed including virtual school & early years staff as recorded by HR records. 11 are recorded as married. 2 divorced.	There is no identified impact based on this characteristic.								

Pregnancy and Maternity	22 staff directly employed including virtual school & early years staff as recorded by HR records. There are no staff on maternity leave.	There is no identified impact based on this characteristic.														
Race	<p>22 staff directly employed including virtual school & early years staff as recorded by HR records</p> <table border="1"> <tr><td>White - English</td><td>13</td></tr> <tr><td>Black - African</td><td>2</td></tr> <tr><td>Black - Caribbean</td><td>1</td></tr> <tr><td>Asian - Indian</td><td>2</td></tr> <tr><td>Asian - Pakistani</td><td>2</td></tr> <tr><td>Mixed White and Asian</td><td>1</td></tr> <tr><td>Unclassified</td><td>1</td></tr> </table>	White - English	13	Black - African	2	Black - Caribbean	1	Asian - Indian	2	Asian - Pakistani	2	Mixed White and Asian	1	Unclassified	1	There is no identified impact based on this characteristic.
White - English	13															
Black - African	2															
Black - Caribbean	1															
Asian - Indian	2															
Asian - Pakistani	2															
Mixed White and Asian	1															
Unclassified	1															
Religion and Belief	<p>22 staff directly employed including virtual school & early years staff as recorded by HR records</p> <table> <tr><td>Christianity</td><td>6</td></tr> <tr><td>Judaism</td><td>1</td></tr> <tr><td>Hinduism</td><td>2</td></tr> <tr><td>No Religion/Atheist</td><td>1</td></tr> </table>	Christianity	6	Judaism	1	Hinduism	2	No Religion/Atheist	1	There is no identified impact based on this characteristic.						
Christianity	6															
Judaism	1															
Hinduism	2															
No Religion/Atheist	1															
Sex / Gender	16 female and 6 male	There is no identified impact based on this characteristic.														
Sexual Orientation	6 are recorded as heterosexual	There is no identified impact based on this characteristic.														

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
There has been initial consultation with HSIP Board about the future model.	N/A	
Any staff reductions will be managed in line with the Council's policies and procedures, including Organisational Change, and thus comply with employment law.	N/A	

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	What measures can you take to mitigate the impact or advance equality of opportunity?

	✓	Minor ✓	Major ✓	occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7	E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 6)
Age (including carers of young/older people)				Go to Stage 6	
Disability (including carers of disabled people)				Go to Stage 6	
Gender Reassignment				Go to Stage 6	
Marriage and Civil Partnership				Go to Stage 6	
Pregnancy and Maternity				Go to Stage 6	
Race				Go to Stage 6	

Religion or Belief				Go to Stage 6	
Sex				Go to Stage 6	
Sexual orientation				Go to Stage 6	
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 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?				Yes	No
Stage 6 – Improvement Action Plan					
List below any actions you plan to take as a result of this Impact Assessment. These should include:					
<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 					

<ul style="list-style-type: none"> 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
All	The support offered to staff will be in line with Council practice and recognise the likely range of choices including redeployment, different aspirations of staff, and varied personal circumstances. Includes LifeTrack programme available	Feedback from staff	DD Education and Commissioning	TBC
Stage 7: Public Sector Equality Duty				
10. How do your proposals meet the Public Sector Equality Duty (PSED) which requires the Council to: <ol style="list-style-type: none"> 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 		Any changes that arise to staffing structures will be implemented in accordance with the Council's Protocol for Managing Organisational Change.		
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?	EqIA Quality Assurance Group		
Signed: (Lead officer completing EqIA)		Signed: (Chair of DETG)	
Date:	3 November 2015	Date:	
Date EqIA presented at the EqIA Quality Assurance Group (if required)		Signature of DETG Chair	