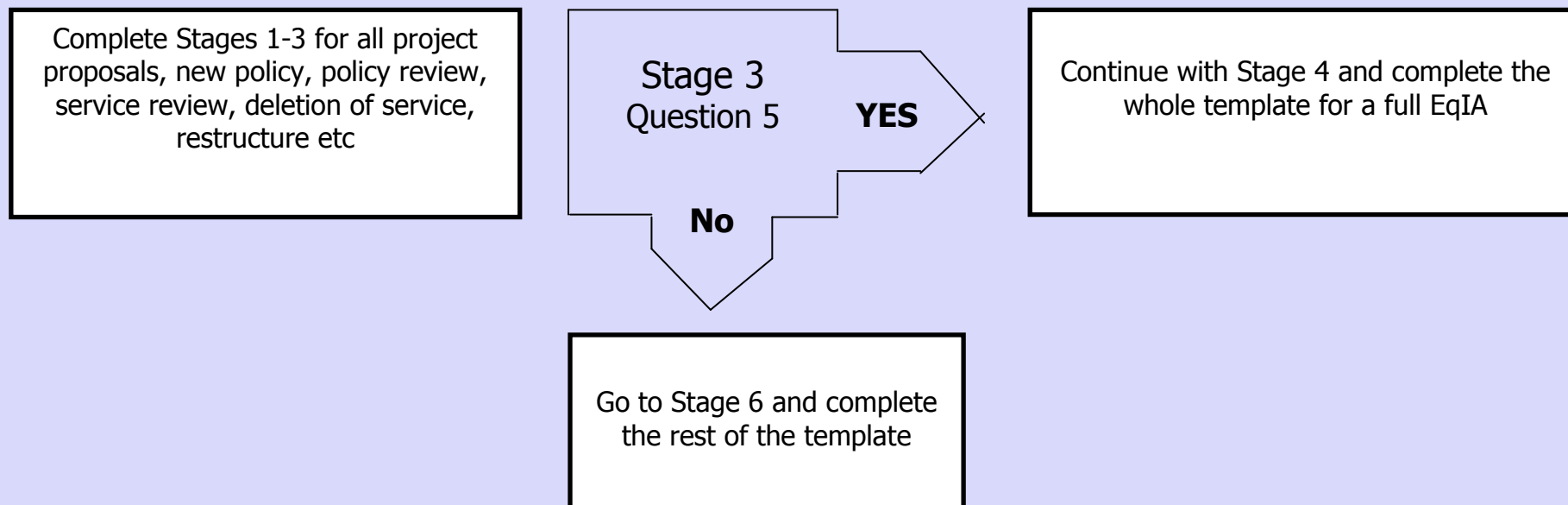


Equality Impact Assessment Template

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):	£10,000						
Title of Project:	Funding for Agreed Syllabus Development						
Directorate / Service responsible:	People Services, Education and Commissioning, Education Strategy, SACRE						
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>The role and responsibility of the LA for SACRE Regulation 5A, Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, SI 2001/34555 Section 390, Education Act 1996 10</p> <p>This Act includes the obligation that each LA must, together with establishing a Standing Advisory Council for Religious Education (SACRE):</p> <ul style="list-style-type: none"> • establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA. • institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review appoint members of the committees represented on the ASC • An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions. <p>Harrow Council has funded the establishment of the ASC for 2015-2016 and for the review, development and publication of a new locally agreed syllabus for religious education in locally maintained schools, and other schools who wish to adopt it, effective from April 2016.</p>
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It is proposed that £10,000 of the funding allocated to the SACRE and ASC to oversee this new Agreed Syllabus process is withdrawn from the SACRE budget for the financial year 2016-2017. This will have no adverse effect on SACRE's work and the work of the ASC will have been completed by 31 March 2016.

This is, therefore, a proportionate proposal as by April 2016 the work of the ASC will be completed and the new Agreed Syllabus for RE will have been published. It will no longer be necessary to provide any funding for this activity in the financial year 2016-2017.

The budget remaining to SACRE is sufficient to provide for its activities, costs and publications in the 2016-2017 year. There will be no adverse impact on its work and will broadly restore the SACRE budget to the amounts allocated in years where an ASC and new syllabus is not required.

In the FY **2020-2021** funding for an ASC and review of the Agreed Syllabus will, once again, be needed in line with the statutory duty placed on the Local Authority.

There is no adverse affect of this decision on any person, on any protected characteristic (Stage 2) or any organisation within the London Borough of Harrow.

Funding for the work of SACRE in 2016-2017 will continue to be provided by the Local Authority.

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: <ul style="list-style-type: none"> Who are the partners? Who has the overall responsibility? How have they been involved in the assessment? 	The responsibility rests solely within the People Directorate of Harrow Council, SACRE and the Agreed Syllabus Conference whilst the latter is established.			

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**?

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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 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
None	There are no adverse impacts of this action			

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

In the 2015-2016 Financial Year, the Local Authority will have discharged its duty fully towards the Agreed Syllabus Conference and the publication of a new locally agreed syllabus for religious education. No further duty will remain on it in this respect and relevant to this efficiency saving subsequent to April 2016.

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	