

# Equality Impact Assessment (EqIA) Form

In order to carry out this impact assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIA's. Please refer to these to assist you in completing this form and assessment.

## SCREENING

What is the policy? (name and description)	Future Operating Model for School Improvement
Which Directorate and Service is responsible for the policy?	Children's Services / Achievement and Inclusion Service
Name & contact details of person(s) carrying out the EqIA:	Adrian Parker [adrian.parker@harrow.gov.uk]
Date of assessment:	22 December 2010

### Stage 1: About the Policy

1. Is this a new or an existing policy?	New
2. What are the aims, objectives or purpose of the policy?	To further improve Harrow's schools by establishing a "Harrow Schools' Improvement Partnership" (HSIP)
3. What factors / forces could prevent you from achieving these aims and objectives?	Reluctance of schools to establish HSIP.
4. How does the policy contribute to the council's corporate aims and objectives?	Contributes to "building stronger communities" by supporting schools continued improvement and enabling schools to act as a key element of the local community.
5. Who is intended to benefit from this policy and in what way?	Pupils in Harrow schools.
6. Is responsibility for the policy shared with another department, authority or organisation? If so: <ul style="list-style-type: none"> <li>• Who are the partners?</li> <li>• Who is responsible for the policy?</li> </ul>	The policy will succeed only through effective partnerships with schools.

## Stage 2: Collecting Evidence

7. What data or benchmarking information is available to facilitate the screening of this policy?

- Results from the Place Survey
- Customer Satisfaction Surveys
- Local or national research
- Complaints or compliments received
- CAA, IIP or other assessments

Research into the response of London Local Authorities to the changing role in, and funding of, school improvement services provides a range of alternative models. The proposed HSIP is an innovative response, with no existing model to compare with.

It aims to ensure we continue to work with schools to promote achievement and attainment among all pupils, including those who are disadvantaged.

8. Have you undertaken any consultation on this policy? Yes

If yes, who was consulted? (this may include staff, members, unions, community / voluntary groups, stakeholders, residents and service users) *Early research and now, full consultation on the proposed model has taken place with schools (headteachers and Chairs of Governing Bodies), staff, unions and professional associations, members – through EDCF.*

Equality Strand	Name of Group	What consultation methods were used?	What do the results show about the impact on different equality groups?
Age	}	All covered through Cabinet report.	
Disability			
Gender			
Race			
Religion or Belief			
Sexual Orientation			
Other (please state)			

9. If you have not undertaken any consultation, explain why?	N/A
--	-----

**Proposed Consultation (for NEW policies)**

**NOTE:** If you have not undertaken any consultation as yet, list your proposals for consultation with target dates in the section below. Any proposed consultation needs to be **completed before** progressing with the rest of the EqIA.

**For guidance on consultation, see consultation guidelines on the HUB <http://harrowhub/site/scripts/documents.php?categoryID=127>**

Who do you plan to consult?	What method of consultation do you propose to use and what is your target date for consultation?	What did the results show about the impact on different equality groups?
N/A		

**Stage 3: Assessing Impact**

**10.** Considering the information / data from your research or/and consultation, is there any reason to believe that any adverse impact occurs or has the potential to occur on any equality group?

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
		X		X		X		x		X		X		X	

<p>If yes, explain what the impact is and which group(s) this affects?</p> <p><b>If none, go to question 11.</b></p>	<p>Reductions in funding for central support; direct but not ring fenced funding to schools and reduced levels of advice support <u>could</u> lead to a reduced focus on (i) provision for EAL and (ii) Narrowing the Gap for underachieving pupil groups. However, all schools have current provision to meet the learning needs of bi-lingual pupils and many have specific strategies in place to support low and under-achieving pupils. It is expected that schools will maintain and strengthen this work.</p> <p>Specific ethnic groups, such as Black African and Black African Caribbean boys and white working class boys, are targeted for additional support in the children and young people’s plan. This policy aims to ensure we continue to support the attainment of these groups.</p>
--	---

**10A.** What measures are you going to take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring

<b>Equality Group</b>	Actions identified to eliminate/reduce adverse impact ( <b>Copy these measures into the Improvement Action Plan</b> )
-----------------------	---

Age	
Disability	
Gender	
Race	Monitoring of school's performance/pupil outcomes. Challenge to under-performance.
Religion or Belief	Monitoring of school's performance/pupil outcomes. Challenge to under performance.
Sexual Orientation	Monitoring of school's performance/pupil outcomes. Challenge to under performance.
Socio Economic	Monitoring of school's performance/pupil outcomes. Challenge to under performance.

**11.** Is there any evidence or concern that **direct discrimination** may occur with reference to anti discrimination legislation?

**Direct discrimination** - occurs when a person is treated less favourably than others on the grounds of their age, disability, gender, race, religion or belief, or sexual orientation. Refer to main guidelines and toolkit for examples of direct discrimination.

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X

If yes, explain which equality group(s) this affects? (You are encouraged to seek Legal Advice)

N/A

**12.** Is there any evidence or concern that **indirect discrimination** may occur? If yes describe this below and whether you can credibly justify continuing with the policy in terms of the benefits of its wider aims?

**Indirect discrimination** - occurs when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular equalities group when there is no objective justification for the rule. Refer to main guidelines and toolkit for examples of indirect discrimination.

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		x		X		X		x

If yes, explain which equality group(s) this affects? (You are encouraged to seek Legal Advice)

**13.** Is the policy likely to affect relations between certain groups, for example because it is seen as favouring a particular group or denying opportunities to another?

Mark answer with an X	Age		Disability		Gender		Race		Religion / Belief		Sexual Orientation		Socio Economic Inequality	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X

If yes, explain which equality group(s) this affects?

N/A

**14.** If you have any further evidence or concern the potential impact the policy may have on a particular group(s), explain these below. This could be positive or negative. (if neither positive or negative, insert none)

Equality Group	Positive	Negative
Age		
Disability		
Gender		
Race		
Religion or Belief		
Sexual Orientation		
Socio Economic Inequality		

<p><b>15.</b> How does the policy conform to the requirements of the Public Equality Duties, which require all council functions and services to:</p> <ul style="list-style-type: none"> <li>• promote equality of opportunity,</li> <li>• eliminate discrimination</li> <li>• promote good relations between different equality groups</li> </ul> <p>If the answer is none or N/A please state why? What amendments could be made?</p>	<p>The HSIP will undertake a programme of activities that supports schools in ensuring that their work is meeting all Equality Duties, as monitored through OFSTED inspections. The Local Authority will ensure that it meets its own statutory duty through commissioning such activities.</p>					
<p><b>16.</b> Has an impact been identified?</p>	Yes		If yes, is the impact positive or negative?	Positive		Go to Q17
	No (go to Q17)	X		Negative		Go to Q16A
<p><b>16A.</b> If there is a negative impact on any group(s), is that impact unlawful?</p>	Yes			If legal, is the impact intended?	Yes	
	No		If illegal, take legal advice		No	
<p><b>17.</b> Have you received any complaints or compliments about the policy? If so, provide details.</p>	<p>No complaints were received in the formal consultation process.</p>					
<p><b>18.</b> What monitoring is in place to check the effects of the policy on equality groups?</p>	<p>The Council will retain a small statutory School Improvement Service with a Quality Assurance role, including performance of lower and under-achieving pupils.</p>					
<p><b>19.</b> How will the results of any monitoring be analysed, reported and publicised?</p>	<p>At least, annual performance monitoring reported to Members and the Childrens Trust quality assurance programme</p>					
<p><b>20.</b> What monitoring measures need to be introduced to ensure effective monitoring of the policy? (Include in Improvement Action Plan)</p>	<p>Establishment of Quality Assurance team as proposed in Children's Services restructuring.</p>					

21. When will the policy be reviewed?	Annually		
<b>Decision</b>			
22. On the basis of your answers so far, what is the potential for differential impact? (see note 19.8 in Corporate Guidance Document)	<b>High</b> <i>(Large adverse impact on equality groups)</i>	<b>Medium</b> <i>(Some adverse impact on equality groups)</i>	<b>Low</b> <i>(Low potential for adverse impact on equality groups)</i>
			X
	Continue on to Part 2 for a full assessment.		Go to Stage 4 for any actions to improve policy and sign off.
Mark with an X			

<b>FULL ASSESSMENT</b>														
23. Does the policy impact less favourably on a certain group or groups in comparison with others?														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X
If yes, explain how:														
24. Is there any evidence of higher or lower participation, uptake or exclusion by any of the following equality groups?														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X
If yes, explain how:														
25. Do any groups have lower than average success rates in particular processes and/or access to services?														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		X		X		X		X		X		X		X
If yes, explain how:														

<b>26. Do criteria or requirements in relation to the policy disadvantage certain groups, either explicitly or inadvertently?</b>														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		X		X		X		X		X		X		X
If yes, explain how:														
<b>27. Is access to services and benefits reduced or denied for some groups in comparison with other groups?</b>														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		X		X		X		X		X		X		X
If yes, explain how:														
<b>28. Do particular groups face increased difficulty or indignity as a result of the policy?</b>														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		X		X		X		X		X		X		X
If yes, explain how:														
<b>29. Are there higher complaints rates or lower satisfaction rates for particular equality groups in connection with the policy, in comparison with other groups?</b>														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		X		X		X		X		X		X		X
If yes, explain how:														
<b>30. Is there evidence that the policy fails to respond to the needs of a particular group, in comparison with other groups?</b>														
Mark answer with an X	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Race</b>		<b>Religion / Belief</b>		<b>Sexual Orientation</b>		<b>Socio Economic Inequality</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
		X		X		X		X		X		X		X
If yes, explain how:														



## Further Consultation

**31.** In the context of the previous questions, are there any groups you feel need to be consulted in order to reduce / eliminate adverse impact or identify potential barriers to improve access to the policy? (*Answer with an X*)

YES

NO  
(Go to  
Q33)

X

**NOTE: If you already have some ideas on how to mitigate a potentially adverse impact you should include this in your consultation. Consultees can therefore help not only to identify potentially adverse impacts but also to identify possible solutions.**

Consultation can take on many different forms and the extent should be in proportion to the effect that the proposal is likely to have. Methods of consultation could include a survey, questionnaire, and focus group or open meetings. Take care not to restrict consultation only to recognised or 'official' associations and community leaders. It may be helpful to contact other officers who you know have carried out consultation exercises with these groups / individuals.

**What consultation do you propose to undertake? Complete the section below and also include these in the Improvement Plan.**

Equality Group	Type of consultation planned	Who with?	By when?
Age			
Disability			
Gender			
Race			
Religion or Belief			
Sexual Orientation			
Other			

**Stage 4 Making Adjustments (Improvement Action Plan)**

**32.** List below any recommendations for action that you plan to take as a result of this impact assessment. This will include any actions identified throughout the EqIA. *(Insert additional rows as required)*

Area of potential adverse impact e.g. Race, Disability	Action proposed	Lead Officer	Timescale	Resource implication	Comments
Race/Socio-economic	Establishment of schools' Quality Assurance Team	Director of Schools, Quality Assurance and Commissioning	Spring 2011	Funding established in MTFS	
All	Ensure HSIP is informed about local demographics and considers providing targetted services based on local need.	Adrian Parker	Spring 2011	Neutral	
All	Links to Childrens Trust quality assurance programme and anti-poverty strategies.	Adrian Parker	Summer 2011	Neutral	

**Stage 5 – Reporting Results**

We are required to ensure all completed EqIA's will be put onto the Council's website under the equality and diversity section and they will also be made available to members of the public on request.

**33.** Methods of publication – how will the impact assessment be publicised? E.g. Council website, intranet, forums, groups etc

Council Website  
Summary to Schools

**Stage 6 - Monitoring**

It is important to monitor the actions arising from the impact assessment to ensure improvement to policy.

34. How will the actions be monitored to ensure improvement to the policy?

Through annual Children's Services review and planning cycle.

**Stage 7 - 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), who will discuss and agree the actions in the Improvement Plan.

Once agreed the actions from the Improvement Plan need to be included in Departmental Business Plans for implementation.

35. Which group or committee considered the action plan and agreed the actions to improve the policy? If you agreed no further action as a result of the EQIA, explain why?

- Childrens Services Project Board.
- Childrens Services Strategic Reference Group
- Schools

**Signed: (Lead officer completing EqIA)**

Adrian Parker

**Signed: (Chair of DETG)**

Betty Lynch

**Date:**

Wednesday, 22 December 2010

**Date:**

Wednesday 22 December 2010