

Appendix 3 - H&F Equality Impact Analysis Tool



Conducting an Equality Impact Analysis

An EIA is an improvement process which helps to determine whether our policies, practices, or new proposals will impact on, or affect different groups or communities. It enables officers to assess whether the impacts are positive, negative, or unlikely to have a significant impact on each of the protected characteristic groups.

The tool is informed by the [public sector equality duty](#) which came into force in April 2011. The duty highlights three areas in which public bodies must show compliance. It states that a public authority must, in the exercise of its functions, have due regard to the need to:

- 1. Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited under the Equality Act 2010**
- 2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it**

Whilst working on your Equality Impact Assessment, you must analyse your proposal against these three tenets.

General points

1. In the case of matters such as service closures or reductions, considerable thought will need to be given to any potential equality impacts. Case law has established that due regard cannot be demonstrated after the decision has been taken. Your EIA should be considered at the outset and throughout the development of your proposal, it should demonstrably inform the decision, and be made available when the decision is recommended.
2. Wherever appropriate, the outcome of the EIA should be summarised in the Cabinet/Cabinet Member report and equalities issues dealt with and cross referenced as appropriate within the report.
3. Equalities duties are fertile ground for litigation and a failure to deal with them properly can result in considerable delay, expense, and reputational damage.
4. Where dealing with obvious equalities issues e.g. changing services to disabled people/children, take care not to lose sight of other less obvious issues for other protected groups.
5. If you already know that your decision is likely to be of high relevance to equality and/or be of high public interest, you should contact the Strategy & Communities team for support.

Further advice and guidance can be accessed online and on the intranet:

<https://www.gov.uk/government/publications/public-sector-equality-duty>

<https://officesharedservice.sharepoint.com/sites/Governance/SitePages/Reports.aspx>

H&F Equality Impact Analysis Tool

Overall Information	Details of Full Equality Impact Analysis
Financial Year and Quarter	21/22 Quarter 2, 3, 4
Name and details of policy, strategy, function, project, activity, or programme	Title of EIA: Short Breaks Statement and Pathways to Assessment Short summary: Update to short breaks statement and creation of eligibility criteria to formalise existing practice. Consultation to feed back on statement updates developed through extensive co-production.
Lead Officer	Name: Becky Powell Position: Service Manager Short Breaks Email: becky.powell@lbhf.gov.uk
Date of completion of final EIA	17 / 11 / 2021

Section 02	Scoping of Full EIA		
Plan for completion	Timing: Completion of consultation September 21, publication of revised strategy and pathways to assessment December 21 Resources: Commissioning support, resource to launch and manage survey		
Analyse the impact of the policy, strategy, function, project, activity, or programme	Analyse the impact of the policy on the protected characteristics (including where people / groups may appear in more than one protected characteristic). You should use this to determine whether the policy will have a positive, neutral, or negative impact on equality, giving due regard to relevance and proportionality.		
	Protected characteristic	Analysis	Impact: Positive, Negative, Neutral
	Age	There will be no change or impact as a result of age. All provision currently utilised in practice will remain in place across the identified age ranges.	Neutral
	Disability	There is no anticipated impact in relation to disability. The updated short breaks statement reflects existing practice by providing consistency of information published by the local authority including information provided on the Local Offer website and at the Stephen Wiltshire centre. The offer described will not negatively impact or remove provision from individuals currently in receipt of	Neutral

	short break services. The table of abilities and needs is not anticipated to have any negative impact on children or young people with disabilities. The table and associated process for allocation for assessment will be used to identify which team will undertake the assessment to determine the level of support required for the child or young person. This will take a needs-based approach to the creation of a tailored package of short breaks.	
Gender reassignment	There is no anticipated impact in relation to gender reassignment	Neutral
Marriage and Civil Partnership	There is no anticipated impact in relation to marriage and civil partnership	Neutral
Pregnancy and maternity	There is no anticipated impact in relation to pregnancy and maternity	Neutral
Race	There is no anticipated impact in relation to race	Neutral
Religion/belief (including non-belief)	There is no anticipated impact in relation to religion/belief	Neutral
Sex	There is no anticipated impact in relation to sex	Neutral
Sexual Orientation	There is no anticipated impact in relation to sexual orientation	Neutral

Human Rights or Children’s Rights

If your decision has the potential to affect Human Rights or Children’s Rights, please contact your Equality Lead for advice

Will it affect Human Rights, as defined by the Human Rights Act 1998?

No

Will it affect Children’s Rights, as defined by the UNCRC (1992)?

No

Section 03	Analysis of relevant data Examples of data can range from census data to customer satisfaction surveys. Data should involve specialist data and information and where possible, be disaggregated by different equality strands.
Documents and data reviewed	Short breaks are delivered by a range of providers who each hold their own data. As the data sets are not merged or cross-referenced any attempt to collate would lead to double counting especially as some provision is being accessed directly by families without unique identifiable information. Data is available for the numbers and breakdown of packages delivered as a result of an assessed need and for those accessing Stephen Wiltshire Centre.
New research	

Section 04	Consultation
Consultation	<p>The document and guidance have been drafted through extensive co-production with the ParentsActive steering committee.</p> <p>A public consultation with the wider resident population and provider network was launched via CitizenSpace, closing on 2nd November 2021.</p> <p>The consultation exercise was separated into three surveys: the first requesting feedback from parents/carers and young people on the draft Short Breaks Statement and Pathways to Assessment guidance, the second requesting feedback from providers on the Short Breaks Service and the third requesting feedback from parents/carers and young people on the Short Breaks Service.</p> <p>The consultation was shared via the Children’s Services staff newsletter, school staff zone newsletter, the H&F website, the Local Offer website and ParentsActive parent forum. Additionally, information on the consultation was shared with parents during the vaccination sessions held at the Stephen Wiltshire Centre. Two consultation events were held jointly by the Short Breaks service manager and ParentsActive both in person and virtually via Zoom.</p> <p>The total number of responses received was low despite efforts by the service to publicise the activity. 5 responses were received from parents/carers and young people in response to the draft Short Breaks Statement and Pathways to Assessment guidance, 3 responses were received from providers on the Short Breaks Service and 12 responses were received from parents/carers and young people on the Short Breaks Service.</p>
Analysis of consultation outcomes	Consultation outcomes have been analysed and amendments incorporated during the lifetime of the consultation and following the deadline for consultation.

Section 05	Analysis of impact and outcomes
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Analysis	<p><i>What has your consultation (if undertaken) and analysis of data shown? You will need to make an informed assessment about the actual or likely impact that the policy, proposal, or service will have on each of the protected characteristic groups by using the information you have gathered. The weight given to each protected characteristic should be proportionate to the relevant policy (see guidance).</i></p> <p>There were some corrections to contacts and provider information. However, nothing raised in relation to any protected characteristics.</p>
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Section 06	Reducing any adverse impacts and recommendations
Outcome of Analysis	<p><i>Include any specific actions you have identified that will remove or mitigate the risk of adverse impacts and / or unlawful discrimination. This should provide the outcome for LBHF, and the overall outcome.</i></p> <p>The feedback received did not identify any adverse impacts and therefore no changes have been made in this regard</p>

Section 07	Action Plan																	
Action Plan	<p><i>Note: You will only need to use this section if you have identified actions as a result of your analysis</i></p> <p>To be considered following closure of consultation period.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Issue identified</th> <th style="width: 16.6%;">Action (s) to be taken</th> <th style="width: 16.6%;">When</th> <th style="width: 16.6%;">Lead officer and department</th> <th style="width: 16.6%;">Expected outcome</th> <th style="width: 16.6%;">Date added to business/service plan</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>						Issue identified	Action (s) to be taken	When	Lead officer and department	Expected outcome	Date added to business/service plan	N/A	N/A	N/A	N/A	N/A	N/A
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Section 08	Agreement, publication and monitoring					
Senior Managers' sign-off	<p>Name: Mandy Lawson Position: AD Education and Disabilities Email: Mandy.Lawson@lbhf.gov.uk Telephone No: 07827257259</p>					
Key Decision Report (if relevant)	<p>Date of report to Cabinet: 07/ 02/ 2022 Key equalities issues have been included: Yes. No equalities issues identified.</p>					
Equalities Advice (where involved)	<p>Name: Position:</p>					

Date advice / guidance given:

Email:

Telephone No: