

LBHF Equality Impact Analysis Tool

Conducting an Equality Impact Analysis

An EqIA is a 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 reflects the public sector equality duty (PSED). 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 this Act;**
- 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 the three tenets of the Equality Duty.

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 Equality Officer for support.
6. Further advice and guidance can be accessed from the separate guidance document (link), as well as from the Opportunities Manager: PEIA@lbhf.gov.uk or ext 3430

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Overall Information	Details of Full Equality Impact Analysis
Financial Year and Quarter	14/15 / Q2
Name and details of policy, strategy, function, project, activity, or programme	<p>Title of EIA: Proposed revocation of proposal to discontinue Sullivan School and enlarge New King's School</p> <p>State whether new or existing: New</p> <p>Short summary:</p> <p>The proposal means that the proposal to discontinue Sullivan School and enlarge New King's School would not proceed.</p>
Lead Officer	<p>Name: Alan Wharton</p> <p>Position: Tri-borough Head of Asset Strategy</p> <p>Email: awharton@westminster.gov.uk</p>
Date of completion of final EIA	12/08/2014

Section 02	Scoping of Full EIA						
Plan for completion	<p>Timing: The revocation proposals were the subject of a statutory notice dated []. There was then a 6 week period for comments and representations. That period ended on 12 August 2014. Cabinet is due to decide whether to implement the revocation proposals on 1 September 2014.</p>						
Analyse the impact of the policy, strategy, function, project, activity, or programme	<p>Analyse the impact of the project 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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Protected characteristic</th> <th style="width: 60%;">Analysis</th> <th style="width: 15%;">Impact: Positive, Negative, Neutral</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Protected characteristic	Analysis	Impact: Positive, Negative, Neutral			
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	Age	There will be no change to the current provision for this group	Positive
	Disability	<p>For the purpose of this equality impact assessment children with Special Educational Needs have been considered as disabled, on the basis that having special needs is a reasonable proxy of having a disability.</p> <p>The Council's data contains the following information in respect of pupils with SEN. The data reported was current as of January 2014. Whilst the numbers have changed slightly since then, the analysis of that data is more complete than the analysis of the statistics for May 2014. Overall the data is considered indicative of the likely on-going pattern of SEN/disability.</p> <p><u>Sullivan School</u> 35 pupils with a Statement of SEN or subject to School Action Plus. This represents 12.1% of 289 pupils. 21 had speech, language and communications needs, 7 had a specific learning difficulty, 3 had behavioural difficulties, 1 had Autism Spectrum Disorder (ASD) 2 had a physical disability and one was another unspecified need.</p> <p><u>New King's School</u> 20 pupils with a Statement of SEN or subject to School Action Plus. This represents 10.1% of 198 pupils. 12 had speech, language and communications needs, 4 moderate learning difficulties, 2 behavioural difficulties, 1 hearing impairment and 1 specific learning difficulties.</p> <p>There will be no change to the current provision for this group as the two schools will continue to cater for the needs of these pupils separately on their two sites as they do now. Children with SEN/disability at both schools will now not experience the temporary disruption they would have experienced had the move to a single site, firstly to Sullivan and then to New King's, taken place.</p> <p>The Equality Impact Assessment which was undertaken in respect of the original proposals identified that, once enlarged, New Kings Primary School would in certain respects offer an enhanced provision for children with SEN/disability. The revocation of the proposals would mean that those enhancements would not be made.</p>	Positive

Gender reassignment	There is no expected impact specific to this characteristic.	Neutral
Marriage and Civil Partnership	There is no expected impact specific to this characteristic.	Neutral
Pregnancy and maternity	There is no expected impact specific to this characteristic.	Neutral
Race	Our analysis of the representations thus far have not indicated that there will be any concerns in this area. It is noted that most pupils at both schools are from a minority ethnic heritage. The most recent Ofsted reports for both schools show that children from minority ethnic groups make good or better than expected progress [does this remain the case?] and that both schools effectively meet the needs of a diverse community.	Neutral
Religion/belief (including non-belief)	There is no expected impact specific to this characteristic.	Positive
Sex	Our analysis thus far has not indicated that there will be any impact in this area. There will be no change proposed to the composition of either school.	Neutral
Sexual Orientation	There is no expected impact specific to this characteristic.	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

	<p>Will it affect Children's Rights, as defined by the UNCRC (1992)?</p> <p>No</p>
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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	There are no new documents or data relevant to this proposal
New research	Not applicable

Section 04	Consultation
Consultation	The process of revoking the previous proposal has been subject to statutory consultation
Analysis of consultation outcomes	Both the consultation responses and the representations have been fully analysed and summary reports are attached to the Cabinet Report for 1 September 2014.

Section 05	Analysis of impact and outcomes
Analysis	This is set out in Section 2 above and is not repeated here.

Section 06	Reducing any adverse impacts and recommendations
Outcome of Analysis	This is set out in Section 2 above and is not repeated here.

Section 07	Action Plan
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Action Plan	Issue identified	Action (s) to be taken	When	Lead officer and borough	Expected outcome	Date added to business/ service plan
	There are no issues identified	There are no issues identified.	Not applicable	Ian Heggs, Tri-Borough Director of Schools Commissioning	Not applicable	Not applicable

Section 08	Agreement, publication and monitoring
Chief Officers' sign-off	Name: Ian Heggs Position: Director of Schools Commissioning Email: ian.heggs@lbhf.gov.uk Telephone No: 020 8753 2883
Key Decision Report (if relevant)	Date of report to Cabinet: -1/09/2014 Key equalities issues have been included: Yes
Opportunities Manager (where involved)	N/A