

APPENDIX 1

Equality Impact Assessment Initial Screening Tool with Guidance

This document has been produced to help you assess the likelihood of impacts on equality groups – including where people are represented in more than one strand – with regard to your new or proposed policy, strategy, function, project or activity. It has been designed to complement the e-learning tool for Equalities Impact Assessments and to help with your business planning process, as well as to ensure that your policy/project does not incur a delay due to lack of equalities consideration.

Initial Screening Equality Impact Assessment Tool

Section 01	Details of Initial Equalities Impact Screening Assessment
Financial Year and Quarter	10 / 03
Name of policy, strategy, function, project, activity, or programme	<p>New</p> <p>Locality Teams proposal – creating joined up multi-disciplinary teams based in three localities across the borough to provide support for vulnerable families. This will replace current provision in Family ASSIST, Family Support and Targeted Youth Support.</p> <p>We also propose to reduce the number of children’s centres teams to 6 in line with expected reductions in funding. Remaining services would be more strongly targeted on the most vulnerable families.</p> <p>Note: If your proposed strategy will require you to complete an organisational change assessment report, please refer to the organisational change assessment (OCA) documentation accessed via the Smart HR web pages for additional guidance on assessing impact on staff.</p>

<p>Q1 What are you looking to achieve?</p>	<p>What are the main aims, objectives and/or purpose of the policy, strategy, function, project, activity, or programme, or programme?</p> <ul style="list-style-type: none"> - Reduce the numbers of transfers and hand-offs in supporting families – providing more consistent relationships with professionals which helps to support them, and deliver more efficient provision - Reinforce the role of universal, community and 3rd sector provision as the first line of support for families through relationships built with these teams; the teams will both refer and ‘step down’ families to this provision - Provide more effective interventions with vulnerable families through joined up provision including direct expert advice on specialist issues. 			
<p>Q2 Who in the main will benefit?</p>	<p>Consider the impact across the seven strands, including where people or groups are represented in more than one strand. Use this to determine whether your policy, strategy, function, project, activity, or programme, or programme is positive, neutral or negative, and of high, medium, or low relevance to equality. (Refer to guidance)</p>			
	Race	+	H	<ul style="list-style-type: none"> ▪ Families will not be targeted for support on grounds of race but of vulnerability. ▪ The ethnic origin of the looked after children in H&F is quite diverse, with more children of mixed ethnic origin, and fewer black or black British than the London average ▪ The population of looked after children in the borough somewhat over-represents non-white groups at around 68%. However around 86% of the poorest 30% of the child population (IDACI) are non-white, so this may not be disproportionate. This proposal is therefore likely to benefit those groups slightly more – but only in relation to the vulnerability of children in those families ▪ Subject to consultation, provision for Roma/ Traveller families will be subsumed into the localities teams. Families from these groups tend to have quite poor educational outcomes compared to borough averages, although the small volumes in cohort make this difficult to compare. We can monitor outcomes for this group to ensure there is no negative impact.
	Disability	+ / -	L	<ul style="list-style-type: none"> ▪ Families will not be targeted for support from locality teams on grounds of disability ▪ There will remain a specialist support team for children with

				<p>disabilities within children's social care division</p> <ul style="list-style-type: none"> ▪ 9% of LAC and 16% of CIN are allocated to disability teams.
	Gender	+	H?	<ul style="list-style-type: none"> ▪ Adding specialist DV support to the locality teams will improve their ability to support women subject to domestic violence. Around 42% of child protection plans had domestic violence as a main or contributory factor in January 2010. ▪ Some current users may need to travel further to use Children's Centre services. Most current users of these services are women. However provision will be ensured on a reasonable geographic spread across the borough. ▪ We do not hold reliable data on the numbers of single parent families in caseload.
	Age	+ / -	L	<ul style="list-style-type: none"> • Services are in support of vulnerable families hence will include children and young adults • Bringing together current teams which do distinguish caseload on basis of age may improve support workers' ability to support the most needy families rather than any current bias related to remits and caseload restrictions. However the team will overall aim to ensure it does not neglect any age group and will monitor the data on its caseload.
	Sexual Orientation	+ / -	L	<ul style="list-style-type: none"> ▪ Services will be provided in support of vulnerable families without any targeting in regard of sexual orientation. ▪ However current specialist provision for young people around sexual orientation will be retained within the locality teams
	Religion/belief (including non-belief)	+ / -	L	<ul style="list-style-type: none"> ▪ Services should not discriminate in any way with regard to religious belief – and nor do predecessor services. ▪ LAC and CIN children come from a wide range of cultural and religious backgrounds.
	Socio-Economic	+	H	<ul style="list-style-type: none"> • These services will be targeted on vulnerable families and greater resource will be directed to those areas with the highest likelihood of vulnerability (eg more child protection plans) – these are known to have some correlation with areas of economic deprivation. These services may therefore help to support more families to

	<table border="1"> <tr> <td></td> <td></td> <td></td> <td> <p>return to work and to improve their economic circumstances.</p> <ul style="list-style-type: none"> • However provision will be borough-wide with teams covering all parts of the borough – so no parts should be at a disadvantage. </td> </tr> </table> <p>Will it affect Human Rights, as defined by the Human Rights Act 1998? No. (Note: Human Rights will not be relevant in every case but must be considered. If unsure, seek advice from the Opportunities Manager)</p>				<p>return to work and to improve their economic circumstances.</p> <ul style="list-style-type: none"> • However provision will be borough-wide with teams covering all parts of the borough – so no parts should be at a disadvantage.
			<p>return to work and to improve their economic circumstances.</p> <ul style="list-style-type: none"> • However provision will be borough-wide with teams covering all parts of the borough – so no parts should be at a disadvantage. 		
<p>Q3 Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?</p>	<p>Does this provide an opportunity to promote equality? There may be some positive effect on gender equality in relation to additional support on domestic violence. There may be some positive impact on families at socio-economic disadvantage through better and more joined up provision of support services to vulnerable families.</p>				
<p>Q4 Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity, and/or adversely impact human rights?</p>	<p>No There may also be an impact on staff as teams are restructured to implement the new model. However posts will be competed on a fair and open basis for each role type within the team. There will be no unfair discrimination within this process. Restructuring is in line with needs of the service.</p>				

Initial Screening Equality Impact Assessment Guidance

Section 01	Details of Initial Equalities Impact Screening Assessment
Name of policy, strategy, function, project, activity, or programme	<p>A Policy refers to an approved decision, principle plan or a set of procedures by Cabinet, or a Cabinet Member under delegated powers that affects the way that the Council conducts its business both internally and externally. A policy can include: strategies, guides, manuals and common practice.</p> <p>A Strategy refers to a systematic short term or a long term plan of action that is designed to achieve a specific business benefit or goal(s).</p>

	<p>A Function refers to any actions and/or activities designed to achieve a specific business benefit or goal.</p> <p>A Project defines how a temporary structure or scheme can achieve a specific business benefit or goal(s). A project can be implemented by setting up aims and objectives, resources, communication, budget needs and timelines.</p> <p>An Activity is a specific task (or a groups of tasks) which can also form as part of a 'function'.</p> <p>A Programme is a portfolio of activities and projects that are co-ordinated and managed as a unit such that they realise common outcomes and benefits.</p>
<p>Q1 What are you looking to achieve?</p>	<p>For example this might help to implement outcomes identified in policies such as the Single Equality Scheme, Disability Equality Scheme, other EIAs in your service department, or in another department that your service/service users also interact with and draw down services from, Corporate Plan, LAA Targets, CAA Aims, UDP, or JSNA.</p>
<p>Q2 Who in the main will benefit?</p>	<p>Consider the impact across the seven strands:</p> <ul style="list-style-type: none"> ▪ Race (including colour, nationality, ethnic or national origins) ▪ Gender (including pregnancy and maternity, gender reassignment) ▪ Disability (including mobility and sensory impairments, people with life-limiting illness) ▪ Age (including children and young people, and older people) ▪ Sexual Orientation (heterosexual, homosexual, bisexual people) ▪ Religion / belief (including non-belief) ▪ Disadvantage arising from socio-economic status <p>Additionally, demonstrate here that the impact on human rights arising from the policy, strategy, function, project, activity, or programme, has been considered (see below for list of rights).</p> <p>Race Equality Duty Requires due regard to the need to:</p> <ul style="list-style-type: none"> ▪ Eliminate unlawful racial discrimination; ▪ Promote equal opportunities; and ▪ Promote good relations between people from different ethnic groups. <p>Public authorities are expected to have 'due regard' to the three parts of the duty to promote race equality. This means that the weight given to race equality should be proportionate to its relevance to a</p>

particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or employees. Relevance is about how much a function affects people, as members of the public or as employees of the authority. For example, a local authority may decide that race equality is more relevant to raising educational standards than to its work on highway maintenance. Note also that 'due regard' does not mean that race equality is less important when the ethnic minority population is small.

Gender Equality Duty

Requires due regard to the need to:

- Eliminate unlawful sex discrimination and harassment (including for transsexual people); and
- Promote equality of opportunity between men and women

Public authorities are expected to have 'due regard' to the two parts of the duty to promote gender equality. As above, the weight given to race, disability, or gender equality needs to be in proportion to its relevance. In practice this means that in order to meet the duties, public bodies will need to prioritise action to address the most significant areas of race, disability, gender inequality in their remit and focus their efforts where they can have most impact.

Disability Equality Duty

Requires due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disabilities;
- Promote positive attitudes towards disabled persons;
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Public authorities are expected to have 'due regard' to the six parts of the duty to promote disability equality. As above, the weight given to race, disability, or gender equality needs to be in proportion to its relevance. In practice this means that in order to meet the duties, public bodies will need to prioritise action to address the most significant areas of race, disability, gender inequality in their remit and focus their efforts where they can have most impact.

Age

The Council's Age Equality Scheme sets out LBHF's commitment to age equality for people of all ages, including children and younger people and older people, across employment and service delivery. The Employment Equality (Age) Regulations 2006 make it unlawful to discriminate on the grounds of

age in the areas of employment and vocational training and apply to employees, independent contractors and contracted workers. Age discrimination law does not currently apply to goods and services, though human rights law may give some protection in these areas. If you are unsure whether this applies, contact the Opportunities Manager.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 prohibit discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, in education and in the exercise of public functions. The Regulations make it unlawful to:

- Refuse to provide goods, facilities and services on grounds of sexual orientation;
- Provide goods, facilities and services of a different quality on grounds of sexual orientation;
- Provide goods, facilities and services in a different manner on grounds of sexual orientation; and
- Provide goods, facilities and services on different terms on grounds of sexual orientation.

The Regulations also apply to pupil admissions and access to education services.

Religion / Belief (inc. non-belief)

The Equality Act 2006 makes it unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief (including non-belief) in the following areas:

- The provision of goods, facilities and services;
- The disposal and management of premises;
- Education; and
- The exercise of public functions.

In addition, legislation implementing the European Union's Equality Framework Directive 2000 came into force in December 2003, making it unlawful to discriminate against anyone directly or indirectly on the grounds of faith.

Socio-Economic

For LBHF, the relationship between socio-economic status and other equality strands and impacts underpins our creation of a Borough of Opportunity for All. It means understanding the relationship between these characteristics and socio-economic disadvantage and the experience of other vulnerable groups when considering the impacts of our policies and so forth. The duty to consider socio-economic disadvantage will be placed on public bodies when taking decisions of a strategic

nature on how to exercise its functions, and will come into force in April 2011 under the Equality Act 2010 (the main provisions of which come into force in October 2010). We will be required to have due regard to the desirability of exercising our functions in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.

Reasoning/Comment (inc N/A)

In this section you should outline your reasoning behind your scores of low/medium/high, and use this section when a particular equality strand may not be relevant.

Human Rights

Public authorities have an obligation to act in accordance with the European Convention on Human Rights. These are:

- [Right to life](#)
- [Freedom from torture and inhuman or degrading treatment](#)
- [Right to liberty and security](#)
- [Freedom from slavery and forced labour](#)
- [Right to a fair trial](#)
- [No punishment without law](#)
- [Respect for your private and family life, home and correspondence](#)
- [Freedom of thought, belief and religion](#)
- [Freedom of expression](#)
- [Freedom of assembly and association](#)
- [Right to marry and start a family](#)
- [Protection from discrimination in respect of these these rights and freedoms](#)
- [Right to peaceful enjoyment of your property](#)
- [Right to education](#)
- [Right to participate in free elections](#)

Each of the above links takes you to explanations and examples provided by the EHRC. Further, the [EHRC](#) and the [Ministry of Justice](#) both provide guides for public authorities.

Use your reasoning in order to determine whether the impact will be high, medium or low. What do we mean by these terms?:

High

	<ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is relevant to all or most parts of the general duty, and/or to human rights ▪ There is substantial or a fair amount of evidence that some groups are (or could be) differently affected by it ▪ There is substantial or a fair amount of public concern about it <p>Medium</p> <ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is relevant to most parts of the general duty, and/or to human rights ▪ There is some evidence that some groups are (or could be) differently affected by it ▪ There is some public concern about it <p>Low</p> <ul style="list-style-type: none"> ▪ The policy, strategy, function, project, activity, or programme is not generally relevant to most parts of the general duty, and/or to human rights ▪ There is little evidence that some groups are (or could be) differently affected by it ▪ There is little public concern about it
<p>Q3 Does the policy, strategy, function, project, activity, or programme make a positive contribution to equalities?</p>	<p>Yes/No</p> <p>If the answer here is 'yes', use your evidence from Q2 to state why</p>
<p>Q4 Does the policy, strategy, function, project, activity, or programme actually or potentially contribute to or hinder equality of opportunity and/or human rights?</p>	<p>Yes/No</p> <p>If the answer here is 'yes', then it is necessary to go ahead with an Equality Impact Assessment (see further down this document). Your reasoning behind Q2 will help you determine this.</p>