



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
<p>8.1A : Children with Disabilities Short Breaks</p>
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Since 2011, all local authorities have had a duty to provide short breaks for children with disabilities. This includes providing a range of services, options for direct payment as well publishing a short breaks statement which sets out the range of short breaks services available, the criteria by which eligibility for services will be assessed, and how the range of services is designed to meet the needs of families with disabled children in their area.</p> <p>In Westminster, approximately 450 children currently receive a short break across specialist, targeted and our universal offer. This includes children accessing directly commissioned services such as through the Westminster Society for People with Learning Disabilities, Caxton and Stowe youth provision as well as spot purchased youth organisation as well as spot purchased day services, overnight respite and direct payments.</p> <p>In 2016, a review of children with disability services was initiated to look holistically at current provision in order to ensure that our operating model aligned with our ongoing strategic intentions – with a particular focus on increasing access to universal services and increased personalisation. Other key drivers for the review included:</p> <ul style="list-style-type: none"> • Timescales for contract cessation of current contracts and the need to have clear transition arrangements to support vulnerable families • Improved awareness and knowledge base of good practice models and the impact of these on outcomes and accessibility. • The need to promote effective and varied support mechanisms to enable families to remain together and avoid unnecessary escalation into accommodation • The need to deliver services that evidence value for money and improved outcomes for service users in the light of increased demand. • Need to measure service outcomes and performance of the service more accurately. <p>The review has begun to identify opportunities for redesigning the service model which would focus on:</p> <ul style="list-style-type: none"> - Improving the accessibility of our direct payment offer through the introduction of pre-paid cards - Improving advice and information to enable families to build resilience and social capital to enable them to access universal settings with more intensive support available for those children with the most complex needs. - Re-designing our directly commissioned service offer to focus on the delivery of a framework of services which could be accessed either directly or via a direct payment.

Whilst the saving will result in some closures and remodelling of existing services, the expectation is that the redesigned offer will enable the impacts of this change to be mitigated through greater focus on enabling access to a broader range of settings and increasing personalisation and choice and focusing on supporting parents to access universal services. The new assessment processes which will accompany this will also improve the availability of services to under 5's and those with a wider range of support needs.

Details of the lead person completing the screening/EIA

(i) Full Name: Justine Roberts

(ii) Position: Head of Commissioning

(iii) Unit: Children's Services

(iii) Contact Details: Justine.roberts@rbkc.gov.uk

Date sent to Equalities@westminster.gov.uk

17th October 2016

Version number and date of update

Version 1.0 – 29/09/16

Version 2.0 – 17/10/16

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	No <input checked="" type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input type="checkbox"/>		<input checked="" type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	<p>Whilst the revised model of support based on increased personalisation and increased access into universal settings will have positive impacts, the reduction in overall funding will inevitably have some impact on the availability of services, and in particular the services which young people with disabilities are currently accessing. It is important to consider how these impacts can be most appropriately mitigated to reduce the impact and transition to the new model.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	Approximately 450 children and their families will be impacted by this change. This is approximately 0.2% of the overall population or 1% of the under 19 population.
	Age	To be eligible for a short break, you must be under the age of 25 and therefore all those affected are children and young people.
	Disability	To be eligible for a short break, a child would have a disability.
	Gender	
	Race	

	<p>Religion or belief</p>	<p>Data on particular faiths and beliefs is not available but based on previous service experience it is likely that service users will come from a range of backgrounds, including different faiths and beliefs.</p>
	<p>Sexual orientation</p>	<p>Data on sexual orientation is currently not available but it is unlikely that this proposal will impact either positively or negatively on this protected characteristic.</p>
<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
	<p>By the nature of the service young people with disabilities are overrepresented relative to the size of the population.</p>	
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	
	<p>As above, the service is specifically targeted at children with disabilities and therefore these are the only groups represented.</p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>In the early stages of the review consultation activity has taken place with Parent Forum leads, parent/carers and stakeholders. This has included group discussions, 1:1, facilitated conversation and questionnaires. Feedback received from other boroughs and schools were also tested out to see if the themes were consistent.</p> <p>This consultation has identified that there is demand for a range of support services alongside supported inclusion with programmes aimed at development of skills as opposed to centralised services. Parents say they want more personalisation through a simple direct payment system. Critically, they want to ensure that they continue to be involved in the decision making process.</p> <p>The consultation to date has focused on the principles which should underpin our model. Ongoing dialogue and formal consultation will be required on individual service level decisions – particularly in terms of closure or reduction of specific services and this has been built into our commissioning timescales.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>The funding reductions will impact on the overall availability of directly commissioned services which will mean that children with disabilities eligible for a short break service will have to access these services in different ways. The objective of the review is that the shift in this model reflects the principles parents have identified as core priorities. However, this will inevitably lead to transitional issues to the new model and the availability and timing of the service offer will shift. This will need to be carefully managed to ensure that parents and young people are supported through this process to access the services that they need in line with our short break duty.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													
	No negative impacts identified.													
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?													
	<table border="1"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">1. No major change (no impacts identified)</td> <td>Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="background-color: yellow;">2. Adjust the policy</td> <td>You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">3. Continue the policy (impacts identified)</td> <td>You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">4. Stop and remove the policy</td> <td>There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </table>		<input type="checkbox"/>	1. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input checked="" type="checkbox"/>	2. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	3. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.
<input type="checkbox"/>	1. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.												
<input checked="" type="checkbox"/>	2. Adjust the policy	You will take steps to remove barriers or to better advance equality.												
<input type="checkbox"/>	3. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.												
<input type="checkbox"/>	4. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.												
4.3	Please document the reasons for your decision													
	<p>In broad terms whilst there are clear capacity implications from the reduction in spend on short break services, there are opportunities through a redesign of services to ensure that, in future, funding is used in a smarter way which is more closely based around parental preference and personalisation.</p> <p>It will be critical to ensure that parents and young people are involved throughout this process, particularly in terms of specific proposals for closure and or reduction.</p> <p>Additionally, we will need to build in a robust mobilisation plan which will ensure that there is sufficient time for children's needs to be carefully considered and planned for as they transition to the new service offer.</p>													

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p>	<p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>
<p>N/A</p>	

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME: Justine Roberts

UNIT: Children's Commissioning

EMAIL & TELEPHONE EXT: Justine.roberts@rbkc.gov.uk/ 07739317016

DATE (DD/MM/YYYY): 29/09/2016

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

All completed EIAs should be sent to: Equalities@westminster.gov.uk



EQUALITY IMPACT ASSESSMENT TOOL

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The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

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Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

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It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

8.1B : Multi-disciplinary Family Assessment Service – Contract Award and implementation

What are you analysing?

- What is the purpose of the policy/project/activity/strategy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?
- Why is it needed?

Following a tender exercise, a contract was awarded to the Tavistock and Portman NHS Foundation Trust (TPFT) to deliver a Multi-disciplinary Family Assessment Service on behalf of Westminster City Council and the London Borough of Hammersmith & Fulham. The service shall provide a range of multi-disciplinary assessments of the needs, risks, parenting capacity and potential for change in complex families in order to inform decisions by the local authority and the family courts. It is a specialist service which is only available to families who are referred and approved by social work managers in Family Services.

Family Assessments are required as they play a key role in informing Care Proceedings and decisions by family courts on placements for children and young people. These assessment reports also contribute to delivering timely outcomes for families and proceedings within 26 weeks as required by the Public Law Outline. Delivery by an external provider helps to ensure objective and timely assessments which are well-regarded by the family courts.

The majority of family assessments were previously delivered through another contract with the TPFT, which expired on 31 December 2015. The new contract continues this service provision. Westminster also has a contract with the Central and North West London NHS Foundation Trust for the delivery of particularly complex child and family psychiatric assessment services through the Marlborough Family Service. The contract was let for a five year period from 1st April 2011 to 31st March 2016. The new contract with the TPFT will incorporate assessments currently delivered by the Marlborough Family Service. The CNWL contract will therefore not be renewed or re-procured separately at the end of the current contract period.

The new service provided by the TPFT will benefit vulnerable children and families by providing a holistic, single assessment of each family’s needs and functioning, reducing the time, cost and burden on the family of multiple assessments. The service will also provide access to specialist expertise to meet the particular needs of client families required, including mental health, substance misuse, domestic violence and learning difficulties.

The new contract requires the provider to deliver a minimum of 30 full assessments per annum for Westminster, which is the approximate level of service demand in the borough for the past two years. Overall service capacity and peaks and troughs in demand may limit access to the service. However, the contract allows for an increased number of assessments to better meet variations in demand.

Details of the lead person completing the screening/EIA

(i) Full Name: Justine Roberts

(ii) Position: Head of Commissioning

(iii) Unit: Children's Services

(iii) Contact Details: Justine.roberts@rbkc.gov.uk

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

Version 1.0 – 06/08/2015 – Completed EIA for Contract Award Decision

Version 2.0 – 18/01/2016 – Updated EIA

Version 3.0 – 26/08/16 – updated EIA for savings process

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	No <input checked="" type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	A full assessment has been provided to ensure clarity on the expected positive impacts for vulnerable children and families in Westminster arising from the implementation of the new service.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	<p>In 2015/16, the two previous family assessment contracts undertook referrals from approximately 40 families. Based on an average of 4 people per family, this is 160 people, which is 0.001% of Westminster population.</p> <p>Due to the complex nature and requirements for family assessments, the specific service users who will access the Assessment Service delivered by the provider is currently unknown. There is therefore little relevant data that can be analysed.</p>
	Age	Some data is available for 30 assessments completed in 2012/13 by the outsourced service. The analysis also showed that 77% of children involved in assessments are under the age of 11, so the proposed service will have a positive impact on vulnerable young children.
	Disability	Due to difficulties in collecting data regarding this area, no data specific to the service is available. The service will

		involve working with complex families, including those with mental health issues or learning disabilities, and specialist capacity to meet these needs are provided within the service.
	Gender	The service will be utilised by both male and female family members participating in a family assessment. From previous service experience, there is likely to be a slightly higher proportion of female service users. The service will undertake pre-birth family assessments and provide specialist support for domestic violence issues, which disproportionately affects women.
	Race	As part of the tender submission, the provider provided an ethnic breakdown of assessments completed over the previous calendar year which demonstrated their ability to work with service users regardless of background: Asian or Asian British 4%; Black or Black British 29%; Mixed 21%; Arab 3%; Kurdish 3%; White British 17%; White European 13%; Not known/stated 10%.
	Religion or belief	Data on particular faiths and beliefs is not available but based on previous service experience it is likely that service users will come from a range of backgrounds, including different faiths and beliefs.
	Sexual orientation	Data on sexual orientation is currently not available but it is unlikely that this proposal will impact either positively or negatively on this protected characteristic.
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
	<p>The data on ethnicity shows an overrepresentation of people who are 'Black or Black British' and mixed. However, as the proposal relates to recommissioning a service, not a service reduction, this will not impact disproportionately on these groups.</p>	

2.3	Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i>
	Access to the service is via social work teams who refer into the service linked to court proceedings. Any underrepresentation is therefore not linked to the commissioned service model.

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>Consultation was undertaken with social work team managers in the development of the service specification and associated contract documentation. Key requirements regarding a non-discriminatory, open, accessible and independent service were identified and set out as part of the procurement opportunity.</p> <p>Consultation was also undertaken with the market through a market engagement event prior to the procurement being launched, where feedback on the service requirements was sought.</p> <p>As part of a question on communication and collaboration with service users, tenderers were asked to address how they would ensure diversity and effective working with BAME service users. In their response, the recommended provider identified their sensitivity to working with service users regardless of background and demonstrated the wide range of ethnicity in the assessments completed in the previous calendar year. The provider’s Patient Advice and Liaison service is also available to support service users in using and engaging the service, regardless of background.</p> <p>Due to the complex and sensitive nature of family assessments, it was not possible or appropriate to consult with actual or potential service users regarding the procurement of this service.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>Overall there will be a positive impact on service users across all groups. This is a specialist service for vulnerable children and families that will be tailored to meet the particular needs of each individual.</p> <p>In relation to the overrepresentation of some ethnic groups, the provider is experienced in delivering assessment services to children, young people and families from a range of backgrounds, with understanding of cultural background enabling engagement and insightful assessments. The service is able to communicate and consult with service users in a variety of languages, including utilising interpreters as required, in order to deliver robust multi-disciplinary assessments.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													
	No negative impacts identified.													
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?													
	<table border="1"> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="background-color: yellow;">5. No major change (no impacts identified)</td> <td>Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">6. Adjust the policy</td> <td>You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">7. Continue the policy (impacts identified)</td> <td>You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="background-color: yellow;">8. Stop and remove the policy</td> <td>There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </table>		<input checked="" type="checkbox"/>	5. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	6. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	7. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	8. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.
<input checked="" type="checkbox"/>	5. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.												
<input type="checkbox"/>	6. Adjust the policy	You will take steps to remove barriers or to better advance equality.												
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<input type="checkbox"/>	8. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.												
4.3	Please document the reasons for your decision													
	Based on data analysis, consultation and officer knowledge, the impact of the proposed contract award has been assessed as positive across the majority of protected characteristics and no negative impact has been identified. The service has been designed to be fully accessible to all service users where a family assessment is required, as directed by the court or requested by the local authority, and will not discriminate in any way. Robust contract management will ensure that all appropriate quality assurance measures are in place and the service continues to provide a positive impact on equality of opportunity.													

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p>	<p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>
<p>N/A</p>	



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.1C : Specialist Intervention third party spend and legal services cost efficiencies
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Over the past few years, the legal work associated with care proceedings has been performed by external law firms such as Creighton & Sharp Pritchard. This service has been recently reviewed alongside in house expertise. It is possible to bring the majority of such work in house and only use external law firms on an ad-hoc basis as required. This would result in considerable cost savings without any service degradation.</p>
Details of the lead person completing the screening/EIA
(i) Full Name: Justine Roberts
(ii) Position: Head of Commissioning
(iii) Unit: Childrens Services
(iii) Contact Details: Justine.Roberts@rbkc.gov.uk
Date sent to Equalities@westminster.gov.uk
16th September 2016
Version number and date of update
1.0 – 2 nd September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The in house legal expertise is able to deal with the majority of the care proceedings workload without any service degradation and so payment to external law firms can be reduced to an ad hoc needs basis only.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	

	Religion or belief	
	Sexual orientation	
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<i>Enter additional rows if require</i>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 9. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 10. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 11. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 12. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
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- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

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<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.1D : Speech and Language Therapy Service
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The proposed savings are part of a project that is being undertaken to improve the delivery of Speech and Language Therapy, which is commissioned jointly by the local authority and CCGs to support children and young people with communications needs.</p> <p>The savings are being taken from a local authority element of a much larger overall contract, 73% of which is funded by Health. It is not expected that frontline delivery will be affected – particularly as savings are being taken in tandem with a significant service improvement programme, which will improve the quality and efficiency of service delivery.</p> <p>It is anticipated that a full re-procurement process will be required following the redevelopment of the service model – ensuring that a new contract is in place by October 2018. The specification for this process will reflect the requirements of the new model and, as part of the procurement process, a revised EIA will be produced.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Labibun Nessa-O’Sullivan / Steve Comber</p> <p>(ii) Position: Strategic Commissioner</p> <p>(iii) Unit: Children’s Services</p> <p>(iii) Contact Details: Labibun.nessa-o’sullivan@rbkc.gov.uk Steve.Comber@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
<p>V1.0 – 16th September 2016</p> <p>V2.0 – 27th September 2016</p>

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1	Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
		None	Positive	Negative	Not sure
	Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA					
1.2	What do you think that the overall NEGATIVE impact on groups and communities will be?				
	None/ Minimal		Significant		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
	None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA					

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>Speech and Language Therapy is commissioned as part of a broader strategy for meeting communications needs across all agencies, including CCGs and schools. We anticipate that there will be no negative impact resulting from the proposed savings as they are included as part of a larger service transformation project with the current provider that will develop and test new models of support and will not have an impact on the levels of front line delivery provided. The project will include the following activities:</p> <ul style="list-style-type: none"> • Reviewing the whole service funding which includes CCG and School; LA funding is a small part of this • Reviewing the overall pathway to create clearer step down process at review stage • Redesigning current assessment and delivery functions to trial an approach which splits these functions. • Developing new assessment processes which focus more closely on outcomes and the impact of previous interventions • By trial new models of delivery including increased use of group work • We will set up an action plan for the service following co-design of models above. <p>An additional focus during this period of service development is to work proactively with schools to understand their role and their local offer in meeting communications needs and how this can supplement the offer of Speech and Language Therapists.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal					
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">How many people use the service currently? What is this as a % of Westminster's population?</td> <td style="width: 50%;"></td> </tr> <tr> <td>Age</td> <td></td> </tr> </table>	How many people use the service currently? What is this as a % of Westminster's population?		Age		
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Age						

	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

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The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

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Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.1E : Children in Need Nursery Provision
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p><u>Purpose of the contract</u></p> <p>The borough provides nursery provision to vulnerable children (known as Child In Need nursery provision) as part of an enhanced package of intervention and support to improve their outcomes. The Council has a number of contracts with several different providers who offer nursery places for these children which are funded by the Council. Overall there are 20 Full Time Equivalent (FTE) number of places provided.</p> <p>The provision contributes to the Early Help Strategy which describes the outcomes hoped to be achieved for children and their families:</p> <ul style="list-style-type: none"> • For children to have strong and effective parents • Healthy young children who are ready to thrive at school • Improved participation in education and training • Prevention of harm and keeping children safe • Improved outcomes for children on the edge of care • Prevention of crime and serious youth violence <p>This is a discreet service, not a universal service. This provision is available to children under the age of 5 that have been referred to the service that meet the eligibility criteria for a Child in Need.</p> <p><u>Definition of a Child in Need</u></p> <p>The Children Act 1989 defines a child in need as:</p> <p>For the purposes of this Part a child shall be taken to be in need if— .</p> <p>(a)he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; .</p> <p>(b)his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or .</p> <p>(c)he is disabled,</p> <p>Children and families at this level will be facing complex problems which will require an integrated and co-ordinated response. Children at this level may be seen to be at risk and without support their development will be impaired. A number of agencies may be involved to help families at this level including: local authority early help or children’s social care; youth offending services; children’s centres; child and adolescent mental health services (CAMHS); health services including health visitors, GPs and mental health services; specialist school staff; family coaches.</p> <p>These children require integrated targeted support, without which their health (physical and emotional) and development may be significantly impaired. Without support the family are likely to become acute</p>

(level four)

These children may be eligible for a child in need service from children’s social work services and are at risk of moving to a high level of risk if they do not receive early intervention. These may include children who have been assessed as ‘high risk’ in the recent past, or children who have been adopted and now require additional support. If a social worker is allocated they will act as the Lead Professional.

The Tri Borough Threshold document describes in more detail the features of a child in need (available on request).

CiN Provision in Westminster

One of the contracted providers is LEYF through which a block allocation of 20FTE CiN placements for children 0-5 is provided. This is an analysis of the impact on children and families due to a change in CiN nursery provision at the London Early Years Foundation (LEYF).

This contract is being decommissioned for 2017/18 and as such there will be a phased reduction in the number of places provided during the remainder of this contract. From 1 February 2016 there will be no further CiN placements into the LEYF settings; and as children leave nursery, the places will not be replaced by new children as part of the phased reduction.

Details of the lead person completing the screening/EIA

- (i) Full Name: Sarah Bright
- (ii) Position: Head of Commissioning
- (iii) Unit: Children’s Services, Commissioning Directorate
- (iii) Contact Details: 07739317310

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

- V1.0 – 17th December 2015**
- V2.0 – 26th August 2016**

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The overall impact is minimal as existing placements will either come to a natural conclusion or can remain in placement as the funding stream switches to universal. New placements will be made with this in mind and therefore there will be no impact.</p> <p>Reducing the number of places with this provider will reduce the number of places available across the borough. The reduction in the number of places is based on data which suggests that there is not the level of demand for these places as originally anticipated. This is because many of the children that have a part time place at nursery can benefit from universal free entitlement to early education, also some children are of an age where they will be going to school. A number of places will be retained with a number of other providers for those children not entitled to the childcare offer described above.</p> <p>The reduction in spaces will primarily affect children under the age of 2 years old, due to the availability of the 2, 3 and 4 year old free entitlement. The two year targeted offer has been increased from January 2015 so more families can access this offer. At present there is only one child in the setting under the age of 2 that would be affected and there are childminders that are available.</p> <p>The localities will be informed of this change, however because children will only moved on naturally as their needs change or they go to school the impact on families is minimal. This will be a carefully managed change, and commissioners will be flexible in this respect, keeping the needs of the children at the forefront of the review of placements.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i>
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<p>How many people use the service currently? What is this as a % of Westminster's population?</p>	
<p>Age</p>	
<p>Disability</p>	
<p>Gender</p>	
<p>Race</p>	
<p>Religion or belief</p>	
<p>Sexual orientation</p>	
<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p><i>If yes, provide details.</i></p>	
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
<p><i>If yes, provide details.</i></p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #F4C08E;"> <th style="width: 50%; padding: 5px;">Column A – Issues or barriers, things to take into account</th> <th style="width: 50%; padding: 5px;">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr> <td style="padding: 5px;"><i>Enter additional rows if require</i></td> <td></td> </tr> </tbody> </table>			Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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<i>Enter additional rows if require</i>																		
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 35%; background-color: #FFFF00; padding: 5px;">17. No major change (no impacts identified)</td> <td style="padding: 5px;">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="background-color: #FFFF00; padding: 5px;">18. Adjust the policy</td> <td style="padding: 5px;">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="background-color: #FFFF00; padding: 5px;">19. Continue the policy (impacts identified)</td> <td style="padding: 5px;">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="background-color: #FFFF00; padding: 5px;">20. Stop and remove the policy</td> <td style="padding: 5px;">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </tbody> </table>			<input type="checkbox"/>	17. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	18. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	19. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	20. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.				
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
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- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

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All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.1F : Tracking and Surveys Re -commissioning
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>To identify savings from the delivery of tracking and surveys of young people to understand learning and employment destinations, and ensure the delivery of careers information advice and guidance to young people with a disability and/or learning difficulties.</p> <p>Services are currently delivered by a range of services or external contracts. Current contracts are either approaching the end of term, or are being re-negotiated with the current provider. Casework and specialist advice is already provided by the SEN service, and contract specifications will be reviewed and re-commissioned to identify and release efficiencies, and savings. Services will continue to meet statutory requirements, and appropriate support to young people and education providers will continue.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Annabel Saunders</p> <p>(ii) Position: Head of Commissioning</p> <p>(iii) Unit: Children’s Services – Commissioning Directorate</p> <p>(iii) Contact Details: Annabel.saunders@rbkc.gov.uk, Rachael.wright-Turner@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
17 th October 2016
Version number and date of update
V2 – 17th October 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Review of service arrangements has identified that there are more efficient ways to deliver services, which will not negatively impact on service provision.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	16-25 YEAR olds
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

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THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:Rachael Wright-Turner.....

Rachael Wright-Turner

FULL NAME:

Commissioning Directorate

UNIT:

Rachael.wright-turner@rbkc.gov.uk

EMAIL & TELEPHONE EXT:

DATE (DD/MM/YYYY):17.10.2016.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

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City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.2 : Children’s Commissioning Directorate Restructure
What are you analysing? <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Tri-borough Children’s Commissioning Directorate is responsible for approximately £80m of external spend on more than 1000 contracts including home to school transport and schools meals, looked after children placements and packages of support for disabled children, children’s centres and youth services, amongst others. The role of the service is to ensure that decisions on spend are made on the basis of robust evidence of need, to source cost effective quality provision which drives innovation, to manage and develop markets and oversee and challenge provider performance.</p> <p>The Tri-borough Commissioning team review and restructure has resulted in a net reduction of 25 Tri – Borough Full Time Equivalents (FTE’s) from 109 to 84. This is the combined movement of :</p> <ol style="list-style-type: none"> a. Reduction of 37 FTE’s b. Addition of 12 FTE new service roles into Commissioning.
Details of the lead person completing the screening/EIA
(i) Full Name: Rachael Wright-Turner (ii) Position: Triborough Director for Children's Commissioning (iii) Unit: Children’s Services (iii) Contact Details: Rachael.Wright-Turner@rbkc.gov.uk
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
<p><i>You will need to update your EIA as you move through the decision-making process. Record the version number here and the date you updated the EIA. Keep all versions so you have evidence that you have considered equality throughout the process.</i></p> <p>Version 1 – 14/01/2016 Version 2 – 07/09/2016</p>

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The Commissioning reorganisation has delivered the saving following the staff consultation process which took place in November 2015.</p> <p>The saving associated with this activity has been delivered. There were 5 Westminster City Council Staff that requested voluntary redundancy as part of the process. There are no negative implications for the workforce and no reduction in service as a result of this restructure.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
	N/A
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
	N/A

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>A staff consultation process took place in November 2015.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>N/A</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 25. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 26. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 27. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 28. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.4A : Service Proposals to stop providing Out of School Play & Childcare service
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<ul style="list-style-type: none"> • What is the project, policy or proposal? <p>This report considers the potential impact to service users of the Council’s decision to give responsibility for the commissioning and delivery of out of school holiday and term time play and childcare services to schools and PVI sector providers; and the resulting closure of the council run Play Service once the new provider Fit for Sport (FFS) took over the management and delivery of out of school term time and holiday play and childcare provision within the borough on 31st May 2016.</p> <p>It gives regard to the extent to which these changes have impacted so far upon people with protected characteristics. Where a negative impact is identified it considers whether there is action that could be taken to mitigate this impact.</p> <p>The Equality Impact implication for staff was considered during the staff consultation process. This Equality Impact Assessment has been updated on conclusion of the consultation.</p> <p>The impact assessment has been reviewed and refined throughout the development and implementation phase of the new provision and the Council continues to work with the new provider to address issues that may have an impact upon children and families with protected characteristic; this will remain a continuous process throughout 2016-17 at which point it is anticipated that the new provider will have embedded a service provision that meets local community needs.</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? <p>In response to the Westminster Council decision to cease direct delivery of Out of School Play and Childcare service, it was agreed that:</p> <p>(a) The council gives responsibility for the commissioning and delivery of Out of school holiday and term time services to schools and third sector providers with effect from May 2016.</p> <p>(b) The in-house service ceased provision with effect from 27th May 2016.</p> <p>(c) Schools would either directly manage and deliver out of school play and childcare or would deliver the provision through FFS.</p> <p>(d) School Governing bodies have taken the lead responsibility in agreeing the organisation of the future term-time provision from their sites.</p> <p>(f) The arrangements around concessionary rates subsidised by the council for families on low incomes have changed. Following a review of targeted places in Spring 2016, targeted places for vulnerable children, are now sourced as required through spot purchase arrangements by Children services or through use of school’s pupil premium funding. In addition FFS are working with Head teachers to</p>

ensure there are sufficient concessionary places available to vulnerable children and families within their local population.

The key stakeholders are:

- (1) Service users - Primary school age children and parent /carers.
- (2) Primary schools in Westminster.
- (3) Service staff (until May 2016).

- **In what context does it operate?**

The Early Help Strategy 2014 – 2018 sets out the priority outcomes that Westminster is focused upon achieving with its children and families. This strategy was signed off by full council in February 2015.

The Strategy establishes the framework that has been used to develop and deliver targeted provision. One of the Strategy's key objectives is to 'revise our service model of investment in universal services together with our key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services.'

The Council has a statutory duty to continue to meet sufficiency in relation to childcare provision (Childcare Act 2016). This can be met either directly, or by supporting the market or schools to deliver childcare within the Borough through effective capacity building.

- **What results are intended?**

The new service model allows schools to develop and build upon existing school based after school and wrap around provision used by parents as alternatives to the in-house Play Service.

This approach supports the Council in meeting the sufficiency obligations for primary school age children under the Childcare Act (2006) whilst ensuring there is no future call on local authority funding. Any services obtained will also support schools in meeting their requirements under the Government's Extended Schools offer in response to local demand.

- **Why is it needed?**

Both to deliver savings in line with the council's budget setting process but also to improve outcomes as schools are well placed to provide this provision.

The strategy has delivered a model that enables the council to give responsibility for childcare and play to schools and third party providers.

- **Who is it intended to benefit and how?**

Access to high quality and sustainable childcare for primary school age children is key to supporting people into/and remaining in employment and training. It is also important as an additional support option for those families, where the informal support network of extended family or friends is not available.

At the time of the initial impact assessment there were up to 634 primary school age children using the service on a weekly basis and benefitting from the availability of childcare as part of an extended school offer across the 20+ schools.

The range of needs and support required by families has been further defined and has been tested as part of a school survey exercise during the Autumn term.

Further work around charging thresholds for low income working families and income maximisation has been undertaken and is on-going.

The provision of targeted places to children meeting a statutory threshold for intervention (either children in need, subject to a child protection plan or looked after) is now considered on a case by case basis, and funded by either the school or the council where this is assessed as best meeting the family support needs.

- **Who, potentially, could this project, policy or proposal have a detrimental effect on, and how?**

The Council's decision to stop providing out of school play and childcare services changes the level of provision available for those children and families accessing the service through a targeted / concessionary place prior to May 2016. The intention was following the provision closing, that those children requiring targeted support would either need to be funded by schools through pupil premium, or Family Services where the allocated Social Worker has identified the support as part of a specific package of support.

In January 2016 it had been identified that children and families accessing the hub site at Sussex Street may be impacted negatively should the site not be available beyond May 2016. However, Children's Services were able to gain approval from Corporate Property for the continued use of the site for a period of up to 2 years. In addition since FFS have taken over the management and delivery of the provision they have been in discussions with Westminster Cathedral School who have agreed for the provision to relocate to their school site as of September 2016; the walking bus provision from existing schools requiring the provision will remain.

Details of the lead person completing the screening/EIA

- (i) Full Name: Jayne Vertkin
- (ii) Position: Head of Early Help
- (iii) Unit: Childrens Services
- (iii) Contact Details: jvertkin@westminster.gov.uk

Date sent to Equalities@westminster.gov.uk

28th September 2016

Version number and date of update

V1.0 – 28th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input type="checkbox"/>		<input checked="" type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	<p>The new service provision that is being delivered by schools and FFS has not changed the criteria on which the service can be accessed.</p> <p>Several schools indicated that they were actively considering the potential for an extended offer under new arrangements to include pre-school age children, and homework support for parents. This would be an enhanced offer to current provision, therefore the impact was considered to be positive with the potential for additional support and activities under the new service model.</p> <p>The expectation was that, schools and third sector provider – Fit for Sport - would be able to determine the fee levels, however, schools indicated that they were keen to ensure fees remained competitive and affordable for their school population; and also to ensure sufficient take up and sustainability. Selection criteria which were used to select the current provider included an affordability element to ensure existing service users of the Play Service continued to be able to access service provision.</p> <p>For the two council owned community sites at Sussex Street and Bayswater the provision and delivery of childcare services was agreed through lease arrangements with the provider – Fit for Sport. They have complete control of fee levels however; and whilst they will need to ensure they remain competitive to ensure they build a sustainable provision there is a risk that they could increase fees which would have a negative impact on low income families and single parent families.</p> <p>The proposals have had a negative impact upon the workforce as they were served with redundancy notices. Affected staff were all offered re-deployment opportunities within the council alongside outplacement support before redundancy notices were served.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	<p>Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</p> <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i>
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<p>How many people use the service currently? What is this as a % of Westminster's population?</p>	<p>FFS have not yet collected sufficient data to analyse the impact on protected groups since they have taken over the management and delivery of provision. It is anticipated the impact analysis will be refreshed during final quarter of 2016-17 - using data provided by FFS.</p>
<p>Age</p>	<p>The age range for this service provision is for those children aged 4/5 in reception class to rising 11 year olds in Year 6. This age criteria will continue under any new arrangements linked to primary school populations.</p> <p>Ofsted requirements define the differing staffing levels for service provision to children under and over 8 year olds. As this will continue to be a requirement under registration obligations of any new provider, there is no anticipated impact from the proposed changes.</p> <p>The changes to this provision for this age group will also be considered as part of the wider Early Help strategic transformation planning. Should 5-11 year olds be found to be disproportionately affected by spending decisions as part of the wider council efficiencies planning, then mitigating action will be considered at that point.</p> <p>Parents of working age will continue to benefit from the availability of alternative provision facilitated by schools and council lease arrangements.</p>
<p>Disability</p>	<p>The service does not deliver a service to any disabled children. This is due to there being a separate contracted provision available through Westminster Society based in the North East Locality.</p> <p>New provision is required contractually to support and reflect the local school population, Any additional support needs will be identified through EHC assessment and planning, and therefore provide additional support to enable any disabled child attending mainstream education to attend the new services.</p> <p>The range of needs and support required, was defined as part of the survey of parents for each school, and further considered based on school knowledge of SEN children on the school role.</p> <p>In addition the play and childcare needs of disabled children will form part of the re-commissioning of the specialist play service based in the North East in Lisson Green during 2016.</p> <p>It is considered that any change to service provider will not disproportionately impact on disabled parents, as the</p>

		intention is to signpost to alternative services in the same locality as current provision.
	Gender	<p>No negative impact was identified from a gender perspective as the criteria for accessing the service provision has remain unchanged and continues to be a provision that encourages access by children of any genders.</p> <p>Parents of service users have experienced a change in provider for both term time and holiday out of school childcare and this from a practical perspective this has involved a new registration and communication process with FFS. However, schools have all incorporated a mobilisation phase for FFS that included meeting with service users.</p> <p>In relation to the potential risk of fee increases schools have all indicated that they are keen to ensure fees remain competitive and affordable for their school population and children accessing provision through the walking bus provision. In addition, since FFS have mobilised individual schools such as Essendine have arranged for additional concessionary places to be made available through FFS at their school sites. Similarly, St Peter's Eaton Square and Churchill Gardens have offered their own provision since May 2016 when the Play Service closed.</p>
	Race	It is considered that the changes to service provider will not disproportionately impact on one ethnic group more than another, as FFS operate a policy of inclusion. This characteristic has not been identified as needing attention or further consideration as a result of the changes to the service.
	Religion or belief	It is considered that the changes to service provider will not disproportionately impact on one religious/belief group more than another, as all providers will be expected to operate a policy of inclusion.
	Sexual orientation	This characteristic has not been identified as needing attention with regards impact from these recommendations
	Human Rights or Children's Rights	<p>It is considered that there is no impact on Human Rights from the changes to after-school and holiday play service provision.</p> <p>With regards Children's rights, given the statutory requirement to ensure adequate access and sufficiency of childcare in an area, the council is supporting schools and FFS to ensure the availability of alternative provision for families where required.</p>

		<p>This continues to be managed through:</p> <ul style="list-style-type: none"> • Supporting schools and FFS to transfer existing and new service users to the new provision as appropriate • Signposting families to alternative local provision options to enable choice • Improving directory of services available through FIS to inform parents of range of family support available including child minders.
2.2	<p><i>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
	<p>The in-house Play Service did not collect equalities data therefore it has not been possible to monitor the impact upon any particular groups. FFS have not yet collected sufficient data to analyse the impact on protected; it is anticipated the impact analysis will be refreshed during final quarter of 2016-17 - using data provided by FFS.</p>	
2.3	<p><i>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	
	<p>As above.</p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information
<i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>	
<p>1. Public consultation:</p> <p>On 14 February 2015, Cabinet agreed proposals which would form the basis of a consultation with parents, providers and the wider community. Whilst acknowledging the intention to transfer responsibility for the organisation of a service, the Council wished to consult with families and key stakeholders about the potential enhancements to the locality model. The objective was to reconsider the core purpose and delivery offer, in order to demonstrate that families, especially the most deprived, would still be reached effectively.</p> <p>The public consultation ran over 2 weeks from January-February 2015, as part of a wider consultation and engagement strategy on Early Help Service in Westminster.</p> <p>The Council conducted 6 Information events, and both online and paper surveys. These were promoted by writing to all service users inviting them to events in their areas, in order to comment on the proposed changes.</p> <p>The online survey received over 300 visits and 40 responses, and the information events across 6 sites attracted 134 attendees. Respondents to the survey cited the low cost of attending current provision (74%), the consistency of staffing (64%) and the quality of the sessions (54%) as the aspects of the services that they wanted to be retained following any reorganisation of provision.</p> <p>2. Staff Consultation</p> <p>Staff consultation was conducted from 16 November 2015 – 4 January 2016, and the feedback from that process was used to inform the final service specification and the final award of the provider. As part of the consultation process staff were also provided with the opportunity to offer an alternative service delivery option, however this was not taken up.</p> <p>3. School Engagement</p> <p>School Head teachers and governors from the existing host sites were fully engaged in planning the current service model, in order to achieve an alternative provision from their sites where required. They were committed to ensuring that the provision remained affordable for parents wishing to use the service, and have been working with FFS to ensure they reflect those principles in their business planning.</p> <p>The arrangements around concessionary rates subsidised by the council for families on low incomes have now changed. FFS offer a number of concessionary places at each school site, in addition, schools can increase the number of concessionary places available through the use of pupil premium (which has been the case at Essendine) or social work teams can spot purchase targeted places for CIN funded through Children services.</p> <p>4. Ofsted</p> <p>Any new service provider will be required to maintain and exceed the quality standards as</p>	

	<p>required by Ofsted.</p> <p>The council has worked closely with FFS to ensure all Ofsted requirements are met and the provision delivered maintains and exceeds Ofsted requirements.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>This will be reviewed and the EIA refreshed during the final quarter of 2016-17 using service data collected from the new service provider</p> <p>By this time there should be sufficient data to make a meaningful comparison of impact and the potential equality impacts on population groups between the old service and the new service provider.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1 Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).
Availability of Sussex Street site beyond April 2016 still to be confirmed	<p>Action: Children’s Services Directorate are working with Corporate Property to confirm investment and availability for the continued use of the site until longer term property plans have been mobilised.</p> <p>Outcome: Corporate Property agreed to the continued use of Sussex Street under a lease arrangement for a period of up to 2 years. FFS have been delivering services from the site since May 2016, however due to the limited capacity of the site under Ofsted regulations FFS have had agreement from Westminster Cathedral School that their school site can be used as a hub site from September 2016. The current walking bus arrangements from existing schools requiring the service will continue.</p>
Lack of equalities data collation	<p>Action: Service application form to be modified to include protected characteristics.</p> <p>Outcome: The Play Service registration form was not updated so there is limited equalities data available. However, FFS will be collating equalities data with a view this can be reviewed and any identified equalities issues can then be responded to. Initial data from FFS should be available to review in the final quarter 2016-17.</p>
Impact of change to concessionary criteria	<p>Action: All families in receipt of concessionary places and who continued to meet the criteria for a targeted place were reviewed by FFS.</p> <p>Outcome: Families to receive support as required through spot purchase arrangements through Children’s Services and School’s use of Pupil Premium. To be reviewed in final quarter 2016-17.</p>
Incomplete Directory of wider childcare services within the borough	<p>FIS is being updated and migrated to a new platform as part of the wider early help service re – design which will provide greater functionality and allow providers to update their own information more effectively thereby improving information available to users – effective from October 2016</p>

4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?													
	<table border="1"> <tr> <td data-bbox="252 331 357 490"><input type="checkbox"/></td> <td data-bbox="357 331 692 490">29. No major change (no impacts identified)</td> </tr> <tr> <td data-bbox="252 490 357 568"><input type="checkbox"/></td> <td data-bbox="357 490 692 568">30. Adjust the policy</td> </tr> <tr> <td data-bbox="252 568 357 689"><input checked="" type="checkbox"/></td> <td data-bbox="357 568 692 689">31. Continue the policy (impacts identified)</td> </tr> <tr> <td data-bbox="252 689 357 768"><input type="checkbox"/></td> <td data-bbox="357 689 692 768">32. Stop and remove the policy</td> </tr> </table>	<input type="checkbox"/>	29. No major change (no impacts identified)	<input type="checkbox"/>	30. Adjust the policy	<input checked="" type="checkbox"/>	31. Continue the policy (impacts identified)	<input type="checkbox"/>	32. Stop and remove the policy	<table border="1"> <tr> <td data-bbox="705 331 1519 490">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td data-bbox="705 490 1519 568">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td data-bbox="705 568 1519 689">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td data-bbox="705 689 1519 768">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </table>	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	You will take steps to remove barriers or to better advance equality.	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.
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There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.														
4.3	Please document the reasons for your decision													
	<p>The impact of the project proposals have been regularly reviewed through a Project Board which meets on a monthly basis. In addition, until July 2016 a communications strategy was in place to ensure key stakeholders are kept informed and updated, and also to address and respond to any issued and concerns identified by service users and staff.</p> <p>The need to make savings in response to significant reductions in budget from central government means that the funding the Council receives from the Government is reducing and the Council has to save £100m over the next five years. To meet this challenge, Children’s Services has reviewed and reprioritised all their services, to look at what the Council should provide and what can be better provided elsewhere.</p>													

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	To review service activity data from new service provider to asses impact of new model on groups outlined in earlier sections	Disabled children Families on low incomes Ethnic minority families Faith groups Vulnerable families	To asses if the new provider and service arrangements continue to allow equality of access and to set refreshed targets and revise the service specification if required	Input from head of service and tri borough commissioning team	Jayne Vertkin Sarah Bright	March 2017	amber	



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
<p>8.4B : Early Help Service Reorganisation</p>
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>This report considers the reshaping of Westminster’s early help work (this includes the following teams - the early help advisory team, parenting team, the 3 early help locality teams and the family recovery service) into one new early help service, which will be set within a wider collaborative model of early help. This new model is operational from 1st September 2016.</p> <p>The drivers for this re-organisation are to meet financial reductions but to also improve outcomes for the most vulnerable children in Westminster.</p> <p>What is the purpose of the policy/project/activity/strategy?</p> <p>The priorities, in re-shaping early help, are to:</p> <ul style="list-style-type: none"> • Reduce re-referrals to higher level interventions • Prevent family breakdown that results <i>in</i> children and young people being received into care • Build capacity in universal providers to support children earlier • Promote strong and resilient parents; parenting support will run through all our work • Is asset-based, builds community capacity and resilience by local support systems that can identify and tackle problems earlier • Develop a workforce that is focused on delivering this vision in a consistent way • Better align and integrate our directly provided and commissioned services as a part of a new early help model <p>In what context will it operate?</p> <p>The new context, and drivers for change, can be summarised below:</p> <ul style="list-style-type: none"> • Resources are dramatically reducing and yet the demand for specialist services is increasing. If successful early help can empower families to regain control of their circumstances and help transform the lives of vulnerable children without expensive state support. This creates a challenge where it is vital to ensure that early help is positioned to prevent escalation to more costly, long-term interventions. • The public sector reform programme means supporting people to become independent and self-reliant, thereby reducing demand on public sector services. This includes promoting employment and access to affordable and sustainable housing.

- **The expansion of the Troubled Families programme** is aimed to be a catalyst to service reform for all services working with families.
- **OFSTED thematic inspection of Early Help** suggests that the interface between statutory interventions and early help needs further work to prevent re-referrals. Their work suggests that many cases that they audited still demonstrated that early help hadn't prevented escalation to higher level services.
- **Locally, we have re-shaped our CIN work and are changing the nature of social work 'assessments'**, ensuring that assessments are less about gathering information and more about an intervention that can generate change. This gives the opportunity to re-shape the Early help service with its own identity / brand. This also means that the social work assessments will be centralised to the Assessment Team and taken out of early help altogether.

What results (outcomes) are intended?

We have reduced our area of focus to prioritise improvements / **outcomes for families, children and young people in the following areas:**

- Reduce the number of children who are taken into care
- Reduce re-referrals into social care services
- Increase school attendance
- Create strong and resilient parents, who are able to manage children's behaviour
- Reduce the number of young people engaging in crime

Our work is underpinned by an **aim to increase parent employability** as a vital way of improving outcomes for children in all of the areas above.

Why is it needed?

To deliver savings in line with the Council's budget setting process and to make some service improvements to ensure we reach those most in need.

Who is intended to benefit and how?

The aim of re-shaping the service to prevent the escalation of need to a higher statutory level and to prevent young people coming into care.

Families and their children will benefit. The aim being to prevent family breakdown and to keep families together.

Details of the lead person completing the screening/EIA

(i) Full Name: Jayne Vertkin

(ii) Position: Head of Early Help

(iii) Unit: Family Services (Childrens Service)

(iii) Contact Details: jvertkin@westminster.gov.uk

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

Version 8: 4 September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	None	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	<p>The service disproportionately works with children and families with particular ethnicities; this is a reflection of patterns of need and uptake rather than any targeting of the service. The change in the council service provision will have an impact on how residents access support.</p> <p>The service will seek to target resources where they will have the most impact; this will change the threshold at which the service operates, which may impact on the number of families accessing the service. This will be mitigated by the creation of an Early Help Partnership, which will bring together voluntary and community sector organisations to work with families who may have previously been able to access the service.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal				
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 				
	<p>How many people use the service currently? What is this as a % of Westminster's population?</p>	<p>Please note, all calculations based on the population of 0-17 years olds in Westminster. All service information is for the 2015-16 year. Age and Gender: Westminster data is based on the 2016 population from the 2015 Round of Demographic Projections - Local authority population projections - SHLAA DCLG-based population projections Ethnicity: Census 2011 (table DC2101EW)</p>			
	<p>Age <i>Please note data is based on the age of the child when work started with them.</i></p>	Age at Start (multiple if multiple starts)	No.	Percentage	Westminster population
		Under 1	18	1.6%	6.5%
		1 - 4	89	8.0%	25.1%
		5 - 9	213	19.2%	30.4%
		10 - 15	580	52.3%	28.6%
		16 and 17	208	18.8%	9.4%
		Total	1108		

Disability	Data is not recorded			
Gender	Gender	No.	Percentage	Westminster population
	Female	398	42.3%	49.1%
	Male	539	57.3%	50.9%
	Unknown	3	0.3%	
	Total	940		
Race	Ethnicity	No.	Percentage	Westminster Population
	Other Ethnic Groups	280	29.8%	17.6%
	White	190	20.2%	43.0%
	Black / African / Caribbean /Black British Total	153	16.3%	12.5%
	Mixed / Multiple Ethnic Groups Total	132	14.0%	11.9%
	Asian / Asian British / Chinese	108	11.5%	14.9%
	Information not yet obtained Total	29	3.1%	-
	Not Stated	29	3.1%	-
	Blank	16	1.7%	-
	Not Known	3	0.3%	-
	Total	940		
Religion or belief	Data is not recorded			
Sexual orientation	Data is not recorded			

2.2 Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? *If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster’s population is on the Equalities page on the WIRE.*

The service cohorts of 10 -15 and 16 and 17 year olds is over-represented when compared to the Westminster population.

The service cohort of male 0-17 years olds is over-represented when compared to the Westminster population.

The service cohort of Other Ethnic Groups and Black / African / Caribbean /Black British ethnicities are over-represented when compared to the Westminster population.

2.3 Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? *If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.*

	<p>The service cohorts of those under 10 year olds were under represented compared to Westminster population but this data does not include families who get support from the children's centres.</p> <p>The service cohort of female 0-17 year olds is under represented compared to the Westminster population.</p> <p>White and Asian / Asian British / Chinese ethnicities are under represented compared to the Westminster Population.</p>
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SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>The Council agreed the Early Help Strategy in 2014 following large scale and well attended, by a range of partners, Early Help workshops in January and June 2014 which were used to develop the vision and assess agreement against the priority outcomes.</p> <p>These events enabled the participation of young people, parent representatives, children protection services, Health, Public Health the Police, Schools, Education, CAMHS, Early Help staff in the Local Authority, Children’s Centre Managers, Education, Commissioning, Housing, Local Parenting Programmes, representatives from the Voluntary Sector, and Community Champions. There has been further consultation with Headteachers, the Voluntary Sector and Early Help frontline staff.</p> <p>Formal staff consultation took place in the spring of 2016 with staff and trade unions.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>Individuals who previously may have accesses council services, may now work with voluntary and community sector organisations. This is likely to change how people access the services and the number of people receiving direct support. Due to the over representation of service users of Other Ethnic Groups and Black / African / Caribbean /Black British ethnicities, there will be a reduction in contact with council services. This reduction will be mitigated by support available from the Early Help Partnership.</p> <p>Those in significant need, will receive increased targeted support from the council as staff will be redirected to work more intensely with those with the highest needs.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

<p>4.1</p>	<p>Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
<p>4.2</p>	<p>Now that you have considered the potential or actual effect on equality, what action are you taking?</p>	

<input type="checkbox"/>	33. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
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<input type="checkbox"/>	36. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.
4.3 Please document the reasons for your decision		
<p>The partnership will be a close working network, working alongside the Council which provides a high quality support system with clear referral process into Council services when individual's needs require it.</p> <p>Focussing on those in most need will ensure that they will receive increased support from Council staff.</p>		

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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- You are making a decision that could have a different impact on different groups of people
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- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

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An EIA e-learning module is available for all Westminster staff:

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title

8.4C : Service Proposals for Children’s Centres in Westminster City Council.

What are you analysing?

- What is the purpose of the policy/project/activity/strategy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?
- Why is it needed?

In re-shaping the children’s centres the aim is to continue to support families in those groups with the greatest needs. We know that many children and families, at different stages in their lives, find themselves faced with challenging situations and require additional support, advice and intervention. In the face of diminishing resources, we need to target children and families with the greatest need and work with partner agencies in an integrated way to achieve the best outcomes from our shared resources.

What is the purpose of the proposal?

This assessment covers the changes we have made to existing children’s centre provision. The changes embed children’s centres into a new model for Early Help based on **collaboration between different providers** that consists of the following:

- **The set-up of 3 family hubs** that support families with children across the age spectrum. They will develop from the existing 3 children centre hubs. This development is part of the wider reshaping of early help in Westminster and will gather pace over the next 6 months now that the new model is in place (1st September 2016)
- **An early help partnership** around each hub consisting of organisations who commit to developing a shared approach through joint sharing of information, assessments and meetings has been established
- **A fortnightly early help partnership meeting** to discuss pre-referral support for families.

The specific changes to children’s centres within this model are as follows:

- We are creating more 2 year early education places in existing children’s centre sites.
- Further integrating with health services particularly within in the 3 hubs so that families with need are systematically identified earlier.
- The hubs are in the areas of greatest deprivation and offer a range of services to families who need extra help (see map in appendices)

The **3 existing children centre hubs will now become the 3 Early Help Family hubs**. The integrated range of children’s centre services will continue but the ‘hub’ will become:

- A **‘virtual’ network of providers** working with children 0 – 19 years, who share a single approach to working with families across a given area. All providers will be working to a shared

purpose and outcomes framework. It is proposed that this network of provision will bring together the Early Help (including Troubled Families) offer from Children's Services, the Health Visiting and Family Nurse Partnership offers from Public Health, the joint Child and Adolescent Mental Health Service (CAMHS) offer from Central London Clinical Commissioning Group (CLCCG) and West London Clinical Commissioning Group (WLCCG) and Public Health, and the offer from General Practitioners (GPs).

- **We will use our existing children's centre hub buildings to strengthen this integration** and partnership working across commissioned and directly delivered services by Children's Services, Public Health, Housing and the CLCCG and WLCCG and bring families into a physical building, a focal point in the community where they can access help and information and from where a range of connected services will be co-ordinated but delivered at venues across the locality.

The aim will be, through this network, to identify families with complex needs as early as possible, no matter what service they first come into contact with. This will make sure that any contact with a practitioner in the network will lead to the right intervention at the right time, with greater accountability across all agencies for identifying need earlier; leading to families understanding and making effective changes that ultimately improve their health and wellbeing.

The only other children's centre site that is still providing a range of children's centre services is **Maida Vale Children's Centre**. This is because this centre can attract clients from the north-east and north-west areas of Westminster and is set within an area of significant deprivation. It is also located on the site of St Augustine's primary and secondary school and supports the provision of a 0-19 service on the campus. This was highlighted in the previous EIA and was also reinforced via out consultation

We are expanding the **2 year early education places** to 3 more children's centre sites –Queensway (located at Hallfield School), Bayswater and Westbourne (located at Edward Wilson School) Children's Centres. This process has begun but will be dependent on the availability of capital funding and negotiations with providers who have expressed an interest.

The children's centre funding, and associated services, have ceased at satellite sites. This includes the stay and play sessions currently provided by the Local Authority which will cease from October 2016. This will impact on parents, carers and children currently using these centres but we will work with the community to facilitate the set-up of stay and plays in community venues by training local parents and linking this provision with the children centres.

We will continue to **integrate with local health services to facilitate the very earliest identification of need**. Support from children's centres goes beyond the actual centre and many families receive help through a programme of home visiting. Through closer worker relationships with health visitors and midwives, and having them based in the children's centre hubs, we are beginning to identify need in families much earlier.

A map showing the 4 children centre sites remaining in relation to deprivation is attached at appendix 1.

In what context does this operate?

The context in which children’s centres operate has changed as follows:

- **Resources are reducing** while the demand for specialist services is increasing. Like other councils, Westminster needs to make further savings in response to budget reductions. The earliest possible intervention, through an integrated early years response, if successful can empower families to regain control of their circumstances and help transform the lives of vulnerable children without expensive state support. **It is vital that children’s centres (and early help in the widest sense) are positioned to prevent escalation to more costly, long-term interventions.**
- **The OFSTED thematic inspection of Early Help (2014)** suggests that the interface between statutory interventions and early help needs further work to prevent re-referrals. Their work suggests that many cases that they audited still demonstrated that early help hadn’t prevented escalation to higher level services.
- **The children’s centre buildings were expensive to run.** They cost us £259,000, which was 23% of the total children’s centre budget in family services. However, what is more important than the buildings is how successfully children and families with additional needs are identified and collectively offered vital support. The new model allows us to make cost savings in premises and overheads and at the same time promoting a more holistic and integrated service for families with children aged 0-19 within the 3 locality based Early Help Family Hubs .
- **Integration with local health services is improving** and it is this that supports the successful identification of need and the chance to then offer tailored support to families.
- **The introduction of the 2 year early education places has provided a framework for targeting families more effectively** and changed the usage of the children’s centre buildings as most children in need will be accessing an early education place by 2. The evaluation of the initial 2 year early education place pilot by the DfE suggested that:
 - Children with any developmental delay catch up quickly with their peers thereby ensuring that they do not enter the universal entitlement with an even greater disadvantage.
 - Children who catch up and perform well at EYFS Profile Stage also do well at Key Stage 1 and the gains remain constant at least till age 11.
- **This means the children’s centres are now mainly ‘reaching’ the 0 – 2 age group** because children who they need to reach should be accessing childcare from 2 years of age. This is evident from current reach data, see attached at Appendix 3.
- **Locally, we have re-shaped our child in need work and changed the nature of social work ‘assessments’,** ensuring that assessments are an intervention that can generate change. This has in turn allowed us the opportunity to re-shape the early help service with its own identity / brand.
- **There is a new commissioning framework,** supports closer alignment of health visiting with children’s centres and therefore greater integration in work practices. This will be reflected in the new service specification and re-commissioning of health visiting services which will support

closer alignment of health visiting with children’s centres and therefore greater integration in work practices

Who is intended to benefit and how?

The service redesign allows us now to target families and individuals with particular vulnerabilities or who might require additional support. In particular the revised model has prioritised the following groups:

- Children who are likely to not be school ready at 5;
- Children and families with more complex needs;
- Mothers and babies, including pregnant women;
- Parents seeking employment;
- Parents at risk of harm.

Some of these vulnerabilities are statistically more prevalent for individuals with certain protected characteristics.

Details of the lead person completing the screening/EIA

(i) Full Names Jayne Vertkin
 (ii) Position: Head of Early Help
 (iii) Unit: Family Services
 (iii) Contact Details: jvertkin@westminster.gov.uk

Date sent to Equalities@westminster.gov.uk

29th September 2016

Version number and date of update

Version 1.0 – 29th January 2016
Version 2.0 – 29th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input type="checkbox"/>		<input checked="" type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	Currently the stay and play sessions delivered at children’s centres are available at 10 of the centres and parents state that they provide considerable support in the 1st year of their child’s life, helping them to build social networks and preventing postnatal depression. There is a good network of this provision and a reduction in this provision will impact on both parents but women are the highest users.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal																					
	<ul style="list-style-type: none"> If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes. A baseline of data is available here 																					
	<table border="1"> <tr> <td rowspan="4" style="vertical-align: top;"> How many people use the service currently? What is this as a % of Westminster’s population? How many people use the service currently? What is this as a percentage of Westminster’s population? </td> <td style="background-color: #f2f2f2;">Reporting period</td> <td style="background-color: #f2f2f2;">Data Description</td> <td style="background-color: #f2f2f2;">Measure</td> <td style="background-color: #f4a460;">North West</td> <td style="background-color: #a4d4e0;">North East</td> <td style="background-color: #a496c0;">South</td> </tr> <tr> <td rowspan="3" style="vertical-align: top;"> March 2014-15 </td> <td rowspan="3" style="vertical-align: top;"> How many people use the service currently? What is this as a percentage of Westminster’s population? </td> <td style="vertical-align: top;"> All under 5 yr olds in reach </td> <td style="text-align: center;"> 1899/43 % </td> <td style="text-align: center;"> 2157/36 % </td> <td style="text-align: center;"> 1265/38 % </td> </tr> <tr> <td style="vertical-align: top;"> Under 5s in 30% most deprived areas </td> <td style="text-align: center;"> 1609/47 % </td> <td style="text-align: center;"> 1147/59 % </td> <td style="text-align: center;"> 632/41% </td> </tr> <tr> <td style="vertical-align: top;"> Under 5s in 10% most deprived areas </td> <td style="text-align: center;"> 1509/47 % </td> <td style="text-align: center;"> 795/51% </td> <td style="text-align: center;"> 144/51% </td> </tr> </table> <p>Increasingly, the majority of parents accessing the centres are</p>	How many people use the service currently? What is this as a % of Westminster’s population? How many people use the service currently? What is this as a percentage of Westminster’s population?	Reporting period	Data Description	Measure	North West	North East	South	March 2014-15	How many people use the service currently? What is this as a percentage of Westminster’s population?	All under 5 yr olds in reach	1899/43 %	2157/36 %	1265/38 %	Under 5s in 30% most deprived areas	1609/47 %	1147/59 %	632/41%	Under 5s in 10% most deprived areas	1509/47 %	795/51%	144/51%
How many people use the service currently? What is this as a % of Westminster’s population? How many people use the service currently? What is this as a percentage of Westminster’s population?	Reporting period		Data Description	Measure	North West	North East	South															
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				Under 5s in 30% most deprived areas	1609/47 %	1147/59 %	632/41%															
		Under 5s in 10% most deprived areas		1509/47 %	795/51%	144/51%																

now under 2 years as after this age many children are accessing the early education free entitlement. It is also in the first 2 years that research suggests early intervention has the greatest impact. If you therefore look at the data for September 2015 and look at reach for the under 1 years in the 10% most deprived areas the reach rises to 87% (NE), 90% (NW) and 82% (S) and in the 30% most deprived areas it is 89% (NE), 87% (NW) and 87% (S).

This needs to be reviewed again once data for 2016-17 is available to see if the service redesign has significantly altered the take up of services in the 3 localities.

Appendix 2 provides further detail on the numbers of children the service currently works with including information on the number of children with a disability, the numbers from a BME background and the number of fathers. In each case the information provides a baseline for numbers present in each of the localities along with the numbers accessing children's centre services and the numbers 'engaged' with the service – defined accessing provision three or more times.

Appendix 3 shows the number of families accessing each of the stay and play sessions between June and November by level of deprivation. It also indicates the number of these children from a BME background. The table shows that over the last six months (June to November 2015) less than half the children attending stay and play sessions came from the most deprived 10% of the community. 36% of attendees were in the 40% most deprived or below. 63% of the children attending these sessions were from a BME background.

Where stay and play sessions are reduced we are working to ensure these are replaced with the free 2 year early education offer for eligible families to support better targeting and reach of those families, who may not currently access early years services, and to mitigate against the impact of reducing the number of stay and play sessions, as the long term outcomes for children accessing the 2 year entitlement are significant.

This will need to be reviewed in the final quarter of 2016- to assess the impact of the changes we have made

The following tables show that although the average take up of the 2 Year Old Offer placements is consistent with national

averages, it does show that Westminster does not achieve well for placements of children from the list of families provided to the Local Authority by the Department for Education (DfE).

CC Area	2 Year Old Take up	Description	Nov -14	Apr -15	Aug -15	Data Source	WCC Take-up % (Ave)	London Take-up % (Ave)	England Take-up % (Ave)
North West		Families on DFE list (Baseline)	364	343	279	DWP List/LA placement and Application	-	-	-
		Families occupying place	143	141	166		-	-	-
		2 year old family take up percentage	39%	41%	59%		58%	51%	62%
		Families occupying a place matched to DFE list	91	111	125		-	-	-
		<i>Families who have submitted applications</i>	<i>44</i>	<i>50</i>	<i>10</i>		-	-	-

The provision of the 2 year free entitlement in children's centres has made a significant contribution to increasing the number of places available

		<p>to families since the previous changes; children’s centres are now offering 71 new places for those eligible for the 2 year free entitlement. In some centres, wrapped around the 2 year offer is an invitation to attend a parenting group. It is this combination of early learning for the child and parenting support for the parents that is vital.</p> <p>To achieve the focus on those children most at risk of the poorest outcomes, as stated earlier, we are extending the provision of the 2 year early education places to the following sites –Queensway (located at Hallfield School), Bayswater and Westbourne (located at Edward Wilson School) Children’s Centres. Using an analysis of the Spring 16 DWP data (658 children) it suggests that targeting places within these children’s centres is correct as the wards with the highest concentration of families eligible for the 2 year offer are as follows;</p> <ul style="list-style-type: none"> • Westbourne - 102 (15.5% of total eligible families) • Church St - 100 (15.2%) • Queens Park - 88 (13.4%) <p>Broken down by locality it is: North West – 240, North West – 286, South – 132</p> <p>Therefore based on the current supply of places the wards requiring further capacity building to accommodate increasing take up are: Church Street, Maida Vale, Harrow Road, Queens Park, Westbourne and Churchill.</p> <p>The impact of the changes we have instituted will need to be monitored over time and we would expect to see an increase in the uptake of the 2 year old entitlement within the target areas outlined above over the next 6 months as more places become available and those families who require early intervention receive targeted support to ensure they are able to access this and the wider Children Centre offer.</p>
Age	As above	
Disability	No specific data is available.	
Gender	The majority of users are mothers	
Race	As above	
Religion or belief	We do not collect this data	

	Sexual orientation	We do not collect this data
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster’s population is on the Equalities page on the WIRE.</i></p>	
	No	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	
	No	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information
<i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>	
	<p>In January 2015, consultation was undertaken with parents and service users around changes to Children’s Centre provision that came into effect from 1 September 2015. At that time, respondents commented that children’s centres were invaluable to all who use them, regardless of their social position and that they helped to build community. Positive comments were made about the quality of provision available at children’s centres and the introduction of fathers’ groups.</p> <p>Parents and centre users reported that the ‘stay and play’ sessions were useful. Some respondents were concerned that the proposed changes would mean that they would have to travel further to access ‘stay and play’ opportunities and that any reduction in the number of sessions would leave the remainder oversubscribed. They also acknowledged that there were other groups in Westminster but they felt the quality provided at the children’s centres was better.</p> <p>Some respondents recognised the value of developing more targeted services but queried whether the new provision, and specifically the introduction of the 2 year old offer in more settings, would necessarily attract those families most in need. Some respondents observed that while there was a lot of provision available for under-fives in the local area, there was not very much that catered for parents and carers with very young children (under 1).</p> <p>On 4th January 2016 a consultation started on the current proposed changes to children’s centres and ended on 30th January. Parents were given two options for expressing their views:</p> <ul style="list-style-type: none"> • Via an on-line questionnaire on the website. • Via face to face group sessions in the hub children’s centres. We have arranged for three sessions, one in each Locality <p>The main themes raised by parents in the face to face sessions have been similar to those in January 2015:</p> <ul style="list-style-type: none"> • Parents with ‘low mood’ / postnatal depression need some form of drop-in service. So drop –in important in 1st year of a child’s life. • Some parents felt positive about keeping a network of stay and play sessions through a network of parent volunteers but others were more cautious about the loss of professional input and the reliability of volunteers. • Some parents have suggested paying for services whilst others have said that this should never happen. • There has been a positive acceptance of the idea of a children and family hub that can offer services for children of different ages but some initial anxiety that this would impact on children’s centre provision.

	<p>Concern about buildings and future use of sites and whether one ‘hub’ is sufficient as parents will need to walk further.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>Reduced centre based provision across the borough – impacting on women and children and those on low incomes, who are unable to pay for similar services.</p> <p>The original EIA identified that the reduction in ‘stay and play’ sessions and support services provided from some children centres, will impact more on women, whilst acknowledging that some fathers benefit greatly from the provision too.</p> <p>We are committed to facilitating the set-up of community based stay and play sessions led by parents, faith or community based groups either in their existing buildings or in the children’s centre satellites on a sessional basis. Examples of such models are developing in Queens Park. We will provide training to parents wanting to run these sessions and will explore how to achieve this over the next 6 months.</p> <p>The expansion of the 2 year old provision is likely to have a positive impact on women, providing them with a time for learning and employment and an early learning experience for the children. Not only is this provision specifically aimed at disadvantaged groups but it also can be shown to significantly improve outcomes for the children, families and carers involved.</p> <p>Despite a reduction in centre based services, we will continue to improve how we identify need earlier by closer working with health colleagues. Our links with health visitors and midwives has developed and we have identified opportunities for co-location in the 3 hubs .We now have joint systems to flag families needing support earlier through effective sharing information. These systems are not dependent on a building and so if a family live in any area, and have need, they will be supported. An example of continued development in this area is new evidence based antenatal support programme – Baby Steps – which was from April 2016. This is currently being reviewed with a view to rolling this out across the city .We are also constantly striving to attract new services for residents through new partnerships, for example the Healthy Relationships, Healthy Babies Programme based at Queens Park Children’s Centre and providing support to families experiencing domestic abuse.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.	
	Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).
	To ensure equality of access to the remodelled provision for families from low income or BME groups or for families where children are at risk of poor outcomes- where they may previously have accessed drop in provision	Communicate with current service users of Stay and Play sessions so that they are aware of other local provision, including, where appropriate, signposting service users to the new ‘hubs’ Encourage and support community and third sector organisations to consider their role in areas where stay and play provision is being reduced As part of the remodelling of Early Help in Westminster we are now able to use the Family Information Service (FIS) to advertise more effectively and as a tool for families and professionals to identify services which could support families in their locality As part of FIS families will have access to high quality information on line reducing their reliance on drop ins to access this
	To encourage those families who are eligible to access 2 year old places	Advertise and maximise outreach for the proposed 2 year old places via the outreach service- this service now targets those in the most need and children who are most vulnerable to poor outcomes FIS will now allow providers to update the availability of free places easily and quickly allowing eligible families to easily see what provision is available in their locality and how to access it. Families will also be able to check their eligibility on line via a link from FIS.
	Lack of parent volunteers to ensure drop in services continue	Ensure that family hubs and locality partnerships alongside early help staff and outreach staff promote and support volunteering as part of their work with parents and support them to access volunteering as a mechanism to reduce social isolation, increase work readiness or as a first step towards accessing education

	and training.												
4.2 Now that you have considered the potential or actual effect on equality, what action are you taking?													
	<table border="1"> <tr> <td data-bbox="233 611 341 768"><input type="checkbox"/></td> <td data-bbox="341 611 687 768">37. No major change (no impacts identified)</td> <td data-bbox="687 611 1498 768">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td data-bbox="233 768 341 846"><input type="checkbox"/></td> <td data-bbox="341 768 687 846">38. Adjust the policy</td> <td data-bbox="687 768 1498 846">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td data-bbox="233 846 341 965"><input checked="" type="checkbox"/></td> <td data-bbox="341 846 687 965">39. Continue the policy (impacts identified)</td> <td data-bbox="687 846 1498 965">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td data-bbox="233 965 341 1043"><input type="checkbox"/></td> <td data-bbox="341 965 687 1043">40. Stop and remove the policy</td> <td data-bbox="687 965 1498 1043">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </table>	<input type="checkbox"/>	37. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	38. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input checked="" type="checkbox"/>	39. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	40. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.
<input type="checkbox"/>	37. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.											
<input type="checkbox"/>	38. Adjust the policy	You will take steps to remove barriers or to better advance equality.											
<input checked="" type="checkbox"/>	39. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.											
<input type="checkbox"/>	40. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.											
4.3 Please document the reasons for your decision													
	<p>The Council continues to be committed to the goal of ensuring children in Westminster have the best possible start in life whatever their family circumstances. However like other councils, Westminster City Council has to do this within the context of reduced central government funding. The changes to children’s centres puts an emphasis on ensuring that future services are targeted to those most in need and on developing a more collaborative and systematic way of identifying need with partner agencies to ensure that children with additional need get it as soon as is possible.</p> <p>Whilst acknowledging that these proposals will have an impact on the lives of some families, we feel confident that the reduced resources will be targeted to those children at risk of the poorest outcomes and we will work to mitigate the impact for other families by facilitating closer working with universal providers and voluntary and community organisations.</p>												

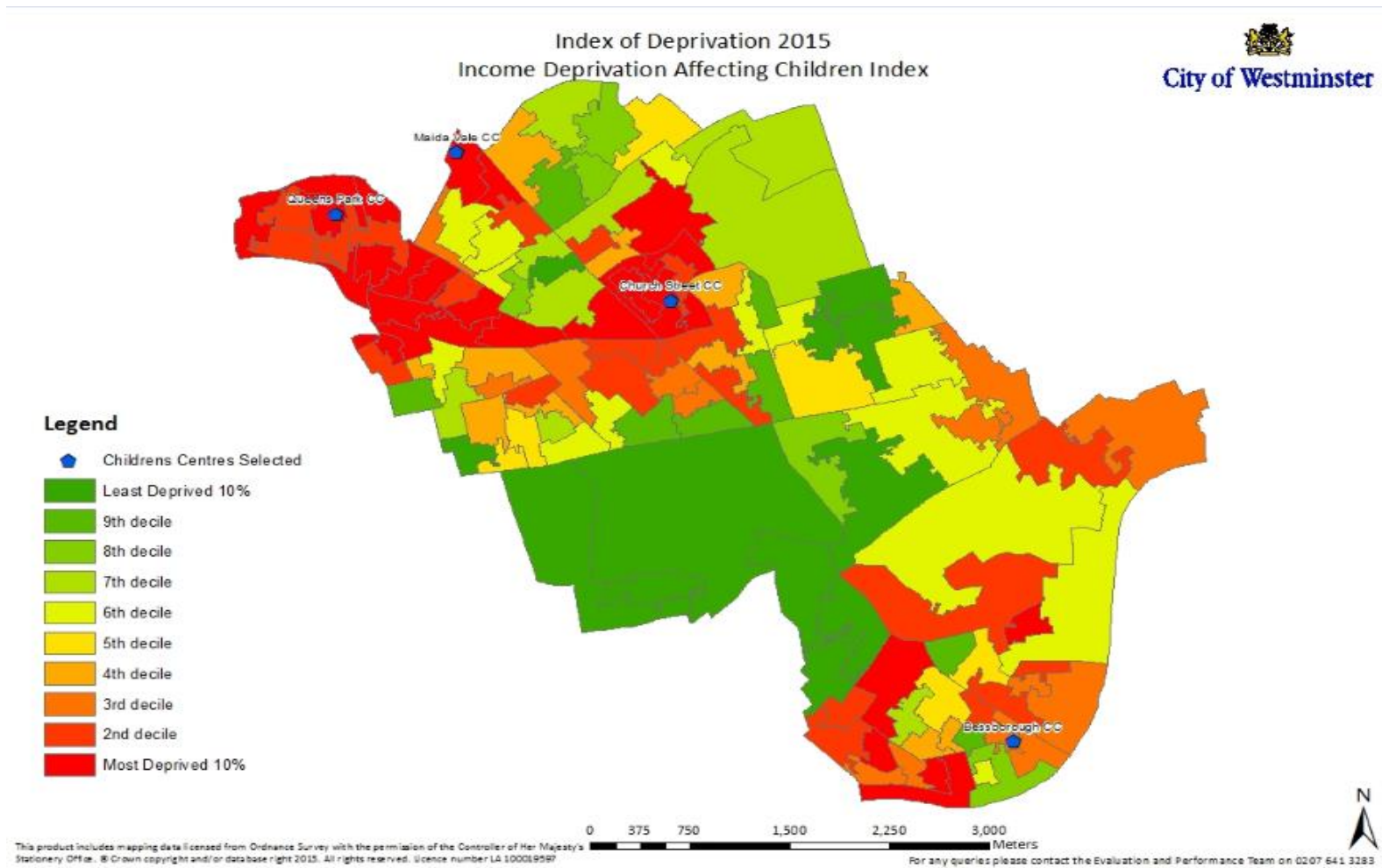
SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

5.1 Action Plan <i>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</i> <i>NB. Add any additional rows, if required.</i>							
Action Required	Equality Groups Targeted	Intended Outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
Communicate with current service users of Stay and Play sessions so that they are aware of other local provision, including, where appropriate, signposting service users to the new 'hubs'	Women, Children, BME groups	Families have access to a range of services in Westminster that are delivered by other providers	Information promotion through leaflets and websites.	Jayne Vertkin. Head of Early Help jvertkin@westminsster.gov.uk Kate Holmes, Account Director Policy, Performance & Communications Department kholmes@westminster.gov.uk / 020 7641 5713	July 2016	Amber	
Encourage and support	Women, Children, BME groups	Families have access to provision	Time allocation to facilitate meetings	Jayne Vertkin. Head of Early Help jvertkin@westminsster.gov.uk	July 2016		

	community and third sector organisations to consider their role in areas where stay and play provision is being reduced		within their community, which builds social contacts and infrastructure within communities	Training of volunteers	ter.gov.uk		
	Advertise and maximise outreach for the proposed 2 year old places.	Women, Children, BME groups	Better long term outcomes for children in terms of their attainment.	Buildings Staff Collaboration with schools	Manager of the Early Years Service	On-going	Amber
	Develop the role of the family Information Service as an information tool for parents and between providers	Women, Children and BME groups	Improved access to information	Staff time	Manager of the Early Years Service	In development - operational from October 2016	In progress - Amber

Appendix 1 – Location of the hub sites and Maida vale Children’s Cent



Appendix 2 – Area Profile Data

North East

Area Profile Data	Measure	2012/13	2013/14	2014/15	Sep-15	Baseline Data Source
All under 5 yr olds in reach	Baseline:	5975	6015			ONS Mid Year Estimates
	Registered:	2725	3634	4535	4321	
	Access:	2361	2199	2157	2063	
	Engaged:	1198	1218	1152	1088	
Children 0-4 yrs old from minority ethnic groups	Baseline:	4212				Census 2011
	Registered:	1537	2637	2803	2787	
	Access:	1401	1465	1468	1397	
	Engaged:	701	791	781	845	
Teenage parents/pregnant	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:		6	6	8	
	Access:	4	11	5	7	
	Engaged:	No report	No report	No report	No report	
Lone Parents families with a 0-4 year child	Baseline:	944				DWP 2012
	Registered:			198	193	
	Access:	106	86	119	122	
	Engaged:	63	62	66	82	
Disabled children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	21	17	20	18	
	Access:	20	20	14	16	
	Engaged:	16	11	10	18	
Disabled carers of Children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:				49	
	Access:	37	38	53	57	
	Engaged:	22	26	38	44	
Number of Fathers with a 0-4 yr old	Baseline:	3338	0	0	0	Census 2011 - Estimate
	Registered:	0	0	2122	2094	
	Access:	959	1141	1177	1178	
	Engaged:	418	574	577	563	
0-4 yrs in in workless households	Baseline:		915			DWP 2012 and 2013
	Registered:			1817	1682	
	Access:	1313	1358	929	0	
	Engaged:	No report	No report	No report	No report	
Families with Children living with domestic abuse	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	59	60	63	
	Access:	30	42	34	27	
	Engaged:	22	31	22	27	
Families with Children living with adult mental health	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	27	30	31	
	Access:	10	24	24	18	
	Engaged:	No report	No report	No report	No report	

North West

Area Profile Data	Measure	2012/13	2013/14	2014/15	Sep-15	Baseline Data Source
All under 5 yr olds in reach	Baseline:	4308	4433			ONS Mid Year Estimates
	Registered:	2179	2936	3730	3691	
	Access:	1986	2054	1899	1869	
	Engaged:	1171	1235	1038	1001	
Children 0-4 yrs old from minority ethnic groups	Baseline:	2974				Census 2011
	Registered:	1196	1983	2099	2084	
	Access:	1102	1186	1153	1102	
	Engaged:	652	733	650	746	
Teenage parents/pregnant	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:		9	8	10	
	Access:	5	9	11	14	
	Engaged:	No report	No report	No report	No report	
Lone Parents families with a 0-4 year child	Baseline:	984				DWP 2012
	Registered:			573	555	
	Access:	266	312	328	322	
	Engaged:	171	202	196	198	
Disabled children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	16	14	16	13	
	Access:	14	9	9	12	
	Engaged:	12	8	5	7	
Disabled carers of Children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:				56	
	Access:	42	39	39	40	
	Engaged:	24	24	24	19	
Number of Fathers with a 0-4 yr old	Baseline:	2072	0	0	0	Census 2011 - Estimate
	Registered:	0	0	1973	1966	
	Access:	808	1029	1059	1081	
	Engaged:	441	577	583	556	
0-4 yrs in in workless households	Baseline:		1165			DWP 2012 and 2013
	Registered:			1276	1140	
	Access:	1054	981	736	0	
	Engaged:	No report	No report	No report	No report	
Families with Children living with domestic abuse	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	105	110	117	
	Access:	54	54	51	48	
	Engaged:	34	41	35	21	
Families with Children living with adult mental health	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	21	25	28	
	Access:	4	19	19	19	
	Engaged:	No report	No report	No report	No report	

South

Area Profile Data	Measure	2012/13	2013/14	2014/15	Sep-15	Baseline Data Source
All under 5 yr olds in reach	Baseline:	3144	3301			ONS Mid Year Estimates
	Registered:	1663	2186	2723	2674	
	Access:	1185	1178	1265	1267	
	Engaged:	560	631	694	695	
Children 0-4 yrs old from minority ethnic groups	Baseline:	1994				Census 2011
	Registered:	950	1458	1588	1562	
	Access:	709	710	781	732	
	Engaged:	332	367	411	482	
Teenage parents/pregnant	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:		3	0	2	
	Access:	4	6	4	4	
	Engaged:	No report	No report	No report	No report	
Lone Parents families with a 0-4 year child	Baseline:	587				DWP 2012
	Registered:			216	203	
	Access:	105	110	120	113	
	Engaged:	66	76	85	75	
Disabled children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	19	18	19	23	
	Access:	14	15	18	16	
	Engaged:	9	13	12	24	
Disabled carers of Children 0-4 years old	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:				42	
	Access:	53	55	53	52	
	Engaged:	29	34	38	34	
Number of Fathers with a 0-4 yr old	Baseline:	1716	0	0	0	Census 2011 - Estimate
	Registered:	0	0	1522	1544	
	Access:	533	649	740	728	
	Engaged:	221	321	383	384	
0-4 yrs in in workless households	Baseline:		575			DWP 2012 and 2013
	Registered:			696	602	
	Access:	408	406	361	0	
	Engaged:	No report	No report	No report	No report	
Families with Children living with domestic abuse	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	82	90	109	
	Access:	37	40	46	39	
	Engaged:	37	37	38	33	
Families with Children living with adult mental health	Baseline:	No baseline	No baseline	No baseline	No baseline	No Baseline data
	Registered:	0	9	19	23	
	Access:	3	10	19	21	
	Engaged:	No report	No report	No report	No report	

Appendix 3 - Under 5 year olds attending Stay Play Sessions between 01/06/2015 to 30/11/2015 (6 months), Split by Children Centre

locality	Centre	Level of Deprivation child living in:					BME	Total under 5s attended
		top 10%	10.1-20%	20.1-30%	30.1 - 40%	over 40.1%		
North East	Church Street	198	20	9	26	123	269	376
North East	Micky Star	33	3	2	21	51	67	110
North East	Maida Vale	81	24	1	17	165	169	288
North East	Paddington Green	33	2	3	4	30	44	72
North West	Bayswater	78	0	12	27	97	109	214
North West	Harrow Rd	19	12	0	1	23	33	55
North West	Queens Park	440	28	7	11	105	389	591
North West	Queens Way	44	0	15	18	69	90	146
North West	Westbourne	65	4	5	1	8	55	83
South	Churchill Gardens	43	46	39	25	63	131	216
South	Marsham St	6	18	34	16	39	70	113
South	West End	1	0	10	12	67	57	90
TOTAL		1041	157	137	179	840	1483	2,354
% of Total under 5s attended		44%	7%	6%	8%	36%	63%	

Events on the system selected for reporting: "Drop in/Stay and play" and "Drop in/Stay and Play referred"

Source: Estart December 2015, IDACI 2010



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
<p>8.4D : Service Proposals for Westminster City Council Youth</p>
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>What is the purpose of the proposal?</p> <p>The Council is targeting available resources at those who need support most, in line with the Early Help Strategy and to meet statutory duties.</p> <p>The proposal is to cease council funding for youth services from September 2016. Current contracts with commissioned youth providers expire in March 2016 and these have been extended until September 2016. This has allowed providers time to plan and develop sustainable service models that reflect the current funding environment.</p> <p>The youth offer in Westminster is delivered by a large number of organisations. Of these, thirteen are directly funded through the Children’s Services Commissioning Directorate. The funded providers raise considerable resources from other funding streams and their reliance on council funding varies considerably. The providers are already working on the development of sustainable business models that are not reliant on council funding in future.</p> <p>Council officers are working with a range of funders, providers, and partner agencies to develop the future offer for young people. This will be achieved by setting up a Young Westminster Foundation, a new charitable body that will be well placed to maximise resources for the sector. The Foundation has the support of a number of key local charities and will have good links to corporate donors.</p> <p>A charitable foundation will be able to take advantage of the unique opportunities presented in Westminster and its location within the heart of the biggest economy in the United Kingdom. It will develop the capacity of the sector providers and encourage a partnership approach between providers, funders and potential donors. It will support the sector to develop a service offer that will be more likely to result in a sustainable, strong and viable offer for young people.</p> <p>Whilst there is no need for the charitable foundation to be Council-led, the Council will be a committed sponsor of the charity, facilitating its establishment and sitting on the board of trustees. Given the independent nature of a charitable foundation it will set its own criteria and priorities in partnership with funding bodies, and is likely to support both universal open access facilities and more targeted work. Targeted support for young people with higher levels of need will be supported, and in some cases delivered, by the council Early Help locality teams and other statutory bodies.</p> <p>The establishment of the Foundation model will take a minimum of 10 months and there is likely to be a gap between contracts for existing providers ending and a new ‘foundation’ model being in place with significant levels of funding secured. The Foundation will support the wider youth offer but is</p>

unlikely to be able to sustain many of the existing funded services. Providers will need to seek funding streams and the Foundation will help to facilitate this and also secure funding on behalf of members.

Existing commissioned providers will need to adapt quickly to the new funding model and a significant number of existing services may be reduced as a consequence. It is likely that some youth providers will struggle to be sustainable, although others are in a strong position to secure alternative funding to develop a revised model.

Two clubs currently provide young people's services which contribute to meeting the council's statutory duties for young people with Special Educational Needs and Disabilities (SEND). The council has confirmed continuing to fund the provision for one of these until March 2017 and specialist services for these young people will continue to be supported through alternative means.

In what context will it operate?

The Early Help Strategy 2014 – 2018 sets out the priority outcomes that Westminster is focused upon achieving with its children and families.

The Strategy establishes the framework through which services will be developed to deliver targeted provision. One of the Strategy's key objectives is to 'revise our service model of investment in universal services together with our key partners in line with our priority outcomes, in particular in respect of Play, Children's Centres and Youth Services.'

Who is intended to benefit and how?

Existing contracts target provision for young people aged 11-19. They are likely to be young people living in areas of deprivation and needing additional support.

Existing services support hard to reach young people to access youth clubs, sports, and arts provision, and more specialist activities for young people with additional needs.

Providers also deliver educational and employment opportunities and tackle issues such as youth violence, healthy lifestyles, and building self-confidence.

What results are intended?

The establishment of the foundation is intended to help create a sustainable offer for youth service across the borough that is less reliant on council funding. Through building strong links with the corporate sector, partners in the business sector and being aware of funding opportunities it is anticipated that the foundation will secure and allocate funding for youth services.

Why is it needed?

To deliver savings in line with the council's budget setting process. The strategy is to create a model that will secure alternative funding streams for universal and targeted services for young people in Westminster.

Details of the lead person completing the screening/EIA

(i) Full Name: William Parsons

(ii) Position: Commissioning & Transformation Lead

(iii) Unit: Children's Services Commissioning

(iii) Contact Details: wparsons@westminster.gov.uk 0207 641 2526

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

The decision not to re-commission youth services and establish the YWF was approved on 15.06.2016

Version 1 – 02.09.16

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Particular ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal <input type="checkbox"/>		Significant <input checked="" type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	How have you come to this decision?
	<p>There is a diverse range of youth providers in Westminster that attract resources from a wide variety of trusts, charities, agencies such as the Big Lottery, and public bodies. Many providers are not funded by the local authority, whilst others are more reliant on council funding for their existing youth offer.</p> <p>It is apparent that there are considerable opportunities for youth providers to develop their service offer to secure new funding opportunities. Within Westminster there is a range of funding sources that are under-utilised and by raising the capacity of providers through the foundation there is scope to attract considerable additional resources to the youth sector.</p> <p>Following the Comprehensive Spending Review in November 2015 it has become clear that significant reductions in spending on non-statutory services is required for the Council to be able to declare a balanced budget.</p> <p>The decision to focus council spending on statutory and targeted services for young people with higher levels of need has resulted in the proposed reduction in funding for universal youth services from October 2016.</p> <p>This is a common issue facing local authorities at this time. Due to reductions in funding for universal youth services, Johns Lyons Charity and the City Bridge Trust have recently worked with the local authorities to establish 'Young People Foundations' in Barnet, Brent, and Harrow. The potential to raise income for young people's services from alternative sources is significant, particularly in Westminster, and the establishment of a Young Westminster Foundation will provide a mechanism to support providers to work collaboratively to attract funding.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	<p>Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</p> <ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i>
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	<table border="1"> <tr> <td>How many people use the service currently? What is this as a % of Westminster's population?</td> <td>North West 701 North East 845 South 280</td> </tr> <tr> <td>Age</td> <td>As above and based on no's of young people aged 11-19</td> </tr> <tr> <td>Disability Number of disabled children and young people 11-24 years old</td> <td>North West 52 North East 72 South 40</td> </tr> <tr> <td>Gender</td> <td>North West Male 64% Female 36% North East Male 65% Female 35% South Male 75% Female 25%</td> </tr> <tr> <td>Race BME (Black, Minority & Ethnic Groups) Percentages based on particular ethnic groups</td> <td>North West 88% North East 87% South 79%</td> </tr> <tr> <td>Religion or belief</td> <td>No data</td> </tr> <tr> <td>Sexual orientation</td> <td>No data</td> </tr> </table>	How many people use the service currently? What is this as a % of Westminster's population?	North West 701 North East 845 South 280	Age	As above and based on no's of young people aged 11-19	Disability Number of disabled children and young people 11-24 years old	North West 52 North East 72 South 40	Gender	North West Male 64% Female 36% North East Male 65% Female 35% South Male 75% Female 25%	Race BME (Black, Minority & Ethnic Groups) Percentages based on particular ethnic groups	North West 88% North East 87% South 79%	Religion or belief	No data	Sexual orientation	No data
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Religion or belief	No data														
Sexual orientation	No data														
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>														
	<p>The table above shows number of young people currently accessing youth services in the age category of 11 to 19 and up to 24 for young people with a disability. There is an overrepresentation across all three geographical splits of these changes affecting particular ethnic groups.</p>														
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>														
	<p>Based on the data available there are no equality groups that are underrepresented relative to the size of the population.</p>														

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

3.1	Consultation Information
<i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i>	
	<p>Consultation events relating to these proposals finished on the 31st January 2016 and used an online survey to gauge opinion. Commissioners also attended a meeting of the Westminster youth council to discuss proposals.</p> <p>The following consultation activity was undertaken in January 2015 to inform a service commissioning strategy.</p> <p>Survey</p> <p>An online survey of young people’s views on the key issues affecting them and how and where they preferred to receive information and support was held in December 2014 and January 2015. 28 young people responded. 11 young people with learning difficulties and disabilities completed an adapted version of the survey. When asked about the relative importance of different places in their community, 82% said that youth clubs or projects were most important. The survey then focused on the issues which young people most wanted support with, under the headings staying safe; school, work or college; relationships; health and wellbeing. Youth clubs and projects were cited as the preferred location at which young people would like to receive support for a number of particular issues. A summary report of the findings of the survey is available.</p> <p>Young People’s focus groups – January 2015</p> <p>Focus groups of young people were facilitated in youth clubs across the borough. There were a total of 10 different sessions involving 70 young people. They provided views on activities they enjoyed, advice and support they needed and how they preferred to receive this. Focus groups were also held with young people with disabilities. A detailed summary of all youth provision engagement activity is available.</p> <p>Meetings with service providers – January 2015</p> <p>These took place in each locality and were attended by 30 people in total:</p> <ul style="list-style-type: none"> North East Locality: 5 participants South Locality: 13 participants North East: 12 participants <p>Key themes for discussion included Flexible models; Targeting; Outcomes for young people; Working with partners; Quality of service.</p> <p>A consistent and clear message from the locality meetings involving stakeholders was that the service should be based on and be responsive to young people’s needs. There was a feeling that the age at which young people can use youth services might be lowered while it was felt that support was needed for older young people to move on to other services when they reached</p>

	<p>19.</p> <p>It was raised that many young people often will not want to travel far to provision for reasons relating to safety and cost. There was overwhelming agreement that youth services should maintain a balance between universal and targeted provision while young people should not ‘feel’ like they are being targeted. Budgets should be divided between universal and targeted provision with commissioned providers sharing resources better and communicating more effectively with locality teams and a wide network of other services and providers.</p> <p>There was agreement that there should be an agreed and consistent method for monitoring and evaluating outcomes although outcomes monitoring should also be proportionate to the resource available i.e. level of funding. Quality marks were seen as positive with quality also ensured through contract management and better evidencing of impact. Participants felt that longer contracts (3 years minimum) would enable development of longer term strategies and therefore better quality and sustainability of delivery.</p> <p>There was a very strong feeling across the workshops that youth services should not become part of locality Early Help teams and also that they should also remain separate from schools. The value and different dynamic of youth work should be recognised and developed.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>Particular age groups</p> <p>Services are funded for young people aged 11-19, young people attending youth services will be negatively impacted by a reduction in service.</p> <p>Young people with a learning difficulty and/or disability (LDD)</p> <p>Young people from this group are overrepresented in the monitoring information when compared to the borough population. There are however differences in the definition of disability and recording methods which should be borne in mind.</p> <p>Youth clubs record learning difficulty and/or disability and is self-reported i.e. the young person indicates whether or not they consider themselves to have a LDD. Overall 164 young people with a LDD attended a youth club during 2014-15, representing approximately 10% of all young people attending youth clubs. Proportions vary across providers with 100% of young people attending one of the two specialist disability providers having a LDD. In addition proportions of young people with LDD were higher than 10% at five other youth clubs.</p> <p>Approx 350 children and young people are known to the borough’s Children with Disabilities Team or are receiving short break services. This cohort represents children and young people with a high level of need and is approximately 2% of the borough’s children and young people population. The actual borough population figure for young people with a LDD is likely to be</p>

higher.

The two clubs currently providing specialist youth club provision for disabled young people and are at risk. These clubs also contribute towards the council's statutory duties for SEND young people through the provision of short breaks/respite, however, one has funding confirmed until the end of the current financial year.

Young People from a Black or Minority Ethnic (BME) background

Overall, the majority (87%) of young people attending borough funded youth clubs are from a BME background and are over represented in the monitoring information compared to the borough BME population (38%).

The proportion of young people from a BME background varies from provider to provider, between 68% and 97%.

Young people are also overrepresented in the monitoring information in the wards with the highest proportions of young people from BME backgrounds; Church St 58%, Harrow Rd 58% and Queens Park 56%.

If available services reduce or close young people from a BME background would be negatively impacted.

Young men from the Bangladeshi community would be negatively impacted in the Church Street area if the Marylebone Bangladeshi Society (MBS) has to reduce or stop providing services.

Other clubs that work predominately with young people from BME backgrounds are the Avenues Youth Club, Stowe Youth Club, Amberley Youth Club and Fourth Feathers Youth Club. Young people attending these clubs would be negatively impacted by any reduction in services.

Gender

Compared to the borough population of 52% young males are over represented in the monitoring information, 69% of the overall youth club cohort are male. The proportion of young men attending differs across youth clubs with young men making up over 70% of attendees at seven youth clubs.

Girls and young women make up 31% of attendances at youth provision and are underrepresented in the monitoring information.

Young men attending MBS and targeted projects provided by Working with Men would also be negatively impacted by any reduction in service.

Deprivation

Overall, 62% of young people attending youth clubs live in a 20% most deprived Income Deprivation Affecting Children Index (IDACI) Lower Super-Output Areas, compared to the borough figure of 37%, young people are therefore considerably over represented in the monitoring information. Particularly so at youth clubs located on housing estates where the

figure rises to above 60% at six clubs.

Approximately 1,100 young people attending council funded youth clubs live in the areas of highest deprivation in Westminster. These young people would be negatively impacted by a reduction in service.

Young people with particular faiths and beliefs

Faith and belief data is not routinely collected at youth services and as such the number of young people of particular faiths and beliefs that are over represented in youth club attendance is unknown.

However, one provider, Marylebone Bangladesh Society, predominately works with young Muslim men. In this case young people from this particularly faith would be over represented compared to the overall borough population of 18% and therefore negatively impacted by the proposals.

Young people of particular sexual orientations

Youth services do not collect data for people of particular sexual orientations and there are no specialist providers commissioned, therefore it is assumed that this equality group are not over represented compared to the borough population. No impact anticipated.

Teenage parents

There are only two teenage parents recorded as attending a youth club and are therefore not over represented in the monitoring information. No impact anticipated.

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.	
	Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).
	Impact 1: Impact on disabled young people	Children’s Services officers have identified this as a key issue for the strategic review of services for young people with SEND. This statutory provision will continue to be made and alternative funding and services will be sought to support these young people.
	Impact 2: Impact on young people aged 11-19 Impact 3: Impact on young people from a BME background Impact 4: Impact on young men Impact 5: Impact on young people living in areas of deprivation Impact 6: Impact on young people from particular faiths and beliefs	This response addresses impact areas 1-6 In the first instance, by working in close partnership with the voluntary sector providers, officers will seek to mitigate service closures and provide advice on other funding streams. There is likely to be a reduction in some existing services but most should remain open for the remainder of the financial year. Over time, the Young Westminster Foundation will mitigate against any further impact by providing and securing alternative funding for services. The Foundation will have equality of opportunity at its core which will inform all funding decisions. The new charitable foundation will build the capacity of the sector to secure alternative funding for the youth offer. Providers will need to respond to the expectations of funders and the council will only be one of the sponsors. The foundation model is designed to raise the capacity of providers, share and enhance resources, attract new streams of funding from a variety of sources, and develop a more responsive and collaborative youth offer that involves a wide range of stakeholders. There will, however, be a gap between council funding ending and the foundation being established and

		<p>developed to the point that it is able to secure resources to sustain services. The length of this gap will be kept to a minimum, but could be several months.</p> <p>The level of the universal youth offer for young people will be dependent on the ability of the voluntary sector to develop and sustain provision.</p> <p>The Early Help service will seek to support the needs of young people through the effective provision of services for young people with additional needs. This will include health services, key worker support, links to employment services, and family support. Much of this support will be targeted at the equality groups identified in this assessment.</p> <p>There is likely to be a short-term reduction in the level of services for young people and this will impact on the identified groups.</p>
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4.2 Now that you have considered the potential or actual effect on equality, what action are you taking?

	<table border="1"> <tr> <td data-bbox="247 1153 359 1310"><input type="checkbox"/></td> <td data-bbox="359 1153 702 1310">41. No major change (no impacts identified)</td> <td data-bbox="702 1153 1514 1310">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td data-bbox="247 1310 359 1388"><input type="checkbox"/></td> <td data-bbox="359 1310 702 1388">42. Adjust the policy</td> <td data-bbox="702 1310 1514 1388">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td data-bbox="247 1388 359 1512"><input checked="" type="checkbox"/></td> <td data-bbox="359 1388 702 1512">43. Continue the policy (impacts identified)</td> <td data-bbox="702 1388 1514 1512">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td data-bbox="247 1512 359 1590"><input type="checkbox"/></td> <td data-bbox="359 1512 702 1590">44. Stop and remove the policy</td> <td data-bbox="702 1512 1514 1590">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </table>	<input type="checkbox"/>	41. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	42. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input checked="" type="checkbox"/>	43. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	44. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.	
<input type="checkbox"/>	41. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.												
<input type="checkbox"/>	42. Adjust the policy	You will take steps to remove barriers or to better advance equality.												
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<input type="checkbox"/>	44. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.												

4.3 Please document the reasons for your decision

	<p>The principal reason for the decision is to enable the council to focus limited funding on young people with higher levels of need and to set a balanced budget. Other reasons include empowering the youth sector to become part of a Young People’s Foundation that will have the capacity to raise funds for youth providers and attract funding to the sector.</p>
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SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>							
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	Continue statutory provision for young people with SEND	Disabled young people	Positive activities Health and Well-being Employability Personal Development	Solution to emerge from the SEN and Children With Disabilities strategic reviews. Spot purchase funding for disabled young people.	Lesley Hill, Children’s Services Commissioning. Mandy Lawson, Children with disabilities	31/3/2016	
	Support providers to develop sustainable business models	All	A strong sustainable future youth offer which meets the needs of young people.	Regular meetings with providers. Capacity	William Parsons Children’s Commissioning	31/10/2016	

			Provide support and training to existing providers.	building support.			
	Ensure Young Westminster Foundation model targets low income areas and key equalities groups	Low income/ deprivation	Retain services which are targeted at low income young people and their families. Council is a co-sponsor of the proposed Young Westminster Foundation.	Officer support for the creation of the foundation model.	William Parsons Children's Commissioning	31/10/2016	
	Engage new funders, charities, trusts, CiL/Section 106, corporate CSR budgets, foundations, and key agencies in the foundation to maximise investment in young people's services.	All	Engagement with a wide variety of potential sponsors. Resource mapping	Officer support Commitment of key stakeholders	William Parsons Children's Commissioning	31/10/2016	



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
<p>8.5A : Asset Strategy</p> <p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed? <p>Feasibility studies are undertaken to assess whether building works or alterations would help deliver the education priorities more effectively.</p> <p>The works following such feasibility studies in the primary sector to date, have mainly been capitalised (ie. the spend is shown over a number of years, rather than being shown all in one year), hence generating the savings against the 17/18 budget.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Alan Wharton</p> <p>(ii) Position: Tri-Borough Head Asset Strategy</p> <p>(iii) Unit: Children’s Services</p> <p>(iii) Contact Details: awharton@westminster.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
15 th September 2016
Version number and date of update
<p>Version 1 – 15th September 2016</p> <p>Version 2 – 29th September 2016</p>

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The works that has been done to date, have mainly been capitalised (ie. the spend is shown over a number of years, rather than being shown all in one year), hence generating the savings against the 17/18 budget. There will be no impact on staff or service users.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p><i>It is helpful to identify whether you have conducted any consultations for your proposal, in some cases a statutory consultation is required. If your proposal has not required a consultation, please highlight this here. Consultations will help you identify what the potential impact of your proposal might be.</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p><i>Using the evidence gathered in section 2 and any consultation activity highlighted in 3.1; explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered in order to properly consider the impact. Please state when no impact has been identified.</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #F4C49E;"> <th style="width: 50%; padding: 5px;">Column A – Issues or barriers, things to take into account</th> <th style="width: 50%; padding: 5px;">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td></tr> <tr> <td style="padding: 5px;"><i>Enter additional rows if require</i></td> <td></td> </tr> </tbody> </table>			Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).													<i>Enter additional rows if require</i>	
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="width: 35%; padding: 5px;">45. No major change (no impacts identified)</td> <td style="padding: 5px;">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="padding: 5px;">46. Adjust the policy</td> <td style="padding: 5px;">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="padding: 5px;">47. Continue the policy (impacts identified)</td> <td style="padding: 5px;">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><input type="checkbox"/></td> <td style="padding: 5px;">48. Stop and remove the policy</td> <td style="padding: 5px;">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </tbody> </table>			<input type="checkbox"/>	45. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	46. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	47. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	48. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.				
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<input type="checkbox"/>	46. Adjust the policy	You will take steps to remove barriers or to better advance equality.																
<input type="checkbox"/>	47. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.																
<input type="checkbox"/>	48. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.																

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.5B : School Standards Service Staffing Efficiencies
What are you analysing? <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The project brings about further efficiencies in the delivery of central school standards services. The project makes sure that the responsibilities of the business support officers reporting to the business service manager are in line with the duties that are now required and reduces the central number of advisers in line with the changes to the duties of the school improvement service.</p>
Details of the lead person completing the screening/EIA
(i) Full Name: Richard Stanley (ii) Position: Assistant Director (iii) Unit: School Standards, Education (iii) Contact Details: Richard.stanley@rbkc.gov.uk
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	None	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	Having reviewed impact, the actions taken in this project will not disproportionately impact on particular groups.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 49. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 50. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 51. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 52. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.5C : Staff efficiencies and maximising the attendance of Children at School.
What are you analysing? <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Acronym explanation = Attendance (statutory), Child employment and children in entertainment, Elective home education and children missing education (ACE)</p> <p>The ACE team is a Tri Borough team of 10 officers, responsible for delivering the 3 Local Authorities legal obligations, enshrined in 6 separate pieces of legislation. The teams functions are therefore all statutory; they contribute to several aspects of education services responsibilities in relation to maximising children’s access to education and safeguarding them.</p> <p>The purpose of this initiative is two fold :</p> <ol style="list-style-type: none"> 1. More effective use of the Tri borough exclusion officer post, by employment only during term time, rather than for the full year. 2. To maximise Childrens’ access to Education via Penalty Notice Charges. <p>For teams working entirely with schools and education issues, a term time only working pattern seems a sensible way of reducing costs. The ACE team has already made savings by having 3 other posts in the team employed term time only. In this case, the impact of the reduction to term time only of the Senior Exclusion Officer post, has been managed by identifying an area of work where pressure is greatest when schools are open. Consequently the impact of term time working has been minimised.</p> <p>In addition, other team members have had sufficient training to enable them to advise members of the public appropriately in the absence of the SEO. Finally, the impact on service standards and delivery caused by the reduction will be reviewed regularly.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Elizabeth Spearman</p> <p>(ii) Position: Head of Attendance (statutory), Child employment and children in entertainment, Elective home education and children missing education (A.C.E)</p> <p>(iii) Unit: Childrens Services Education</p> <p>(iii) Contact Details: elizabeth.spearman@lbhf.gov.uk</p>

Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 1 st September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	This initiative will have no equality implications to the community.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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- You are reducing the budget of a service, which will affect front-line services
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- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

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<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title	
8.5D : Education Psychology	
What are you analysing?	
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed? 	
<p>This initiative is about income generation from the trading of professional psychological services to schools (e.g., non Statutory Educational and Child Psychology services to schools based on their requirements e.g., they 'buy' in 3 / 6 / 9/12 day packages of psychological support).</p> <p>It involved the setting up of an internal Educational Psychology Traded Business unit within the Council (this seems to be the trend in England at the moment as a way of retaining a skill set to meet complex Core Statutory roles for EPs as well as using traded income to partly fund such services). This service is offered by many other London Boroughs and increasingly by the private sector as well.</p> <p>The Core Statutory duties of the Educational Psychology Service provided to the Schools by the Borough remain unaffected by this initiative.</p>	
Details of the lead person completing the screening/EIA	
(i) Full Name:	Jeremy Monsen
(ii) Position:	Tri Borough Principal Educational Psychologist
(iii) Unit:	Childrens Services - Education
(iii) Contact Details:	Jeremy.Monsen@rbkc.gov.uk
Date sent to Equalities@westminster.gov.uk	
16 th September 2016	
Version number and date of update	
V1.0 – 8 th September 2016	

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The Statutory duties of the Educational Psychology service provided by the Borough to the Schools remain unaffected by this initiative and as such there are no negative implications.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

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5.1 Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.

Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.

NB. Add any additional rows, if required.

Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Contact
<i>Enter additional rows if required</i>				



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.5E : SEN Service staffing.
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Special Educational Needs (SEN) Service is statutorily responsible for assessing and identifying the learning needs children and young people with significant, severe, long term and complex difficulties, and following such as assessment, for providing and coordinating the resources and provision required to meet them. It is also statutorily required to review the needs, provision and setting annually, and to make any changes to these based on multi-disciplinary professional advice.</p> <p>The EIA analyses the proposed change to funding arrangements for the SEN Service. Future funding will be provided from an alternate funding stream and will not therefore require a change to service or staffing.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Fiona Phelps (ii) Position: Head of Service (iii) Unit: SEN Service, Schools Commissioning (iii) Contact Details: Fiona.phelps@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16th September 2016
Version number and date of update
V1.0 – 16 th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	There will be no change to service or staffing as a result of the proposal and as such there will be no negative implications.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

<p>4.1</p>	<p>Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>															
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																
<table border="1"> <thead> <tr> <th data-bbox="252 689 735 831"> <p>Column A – Issues or barriers, things to take into account</p> </th> <th data-bbox="743 689 1517 831"> <p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="252 842 735 920"></td> <td data-bbox="743 842 1517 920"></td> </tr> <tr> <td data-bbox="252 931 735 1010"></td> <td data-bbox="743 931 1517 1010"></td> </tr> <tr> <td data-bbox="252 1021 735 1099"></td> <td data-bbox="743 1021 1517 1099"></td> </tr> <tr> <td data-bbox="252 1111 735 1189"></td> <td data-bbox="743 1111 1517 1189"></td> </tr> <tr> <td data-bbox="252 1200 735 1279"></td> <td data-bbox="743 1200 1517 1279"></td> </tr> <tr> <td data-bbox="252 1290 735 1373"> <p><i>Enter additional rows if require</i></p> </td> <td data-bbox="743 1290 1517 1373"></td> </tr> </tbody> </table>			<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>											<p><i>Enter additional rows if require</i></p>	
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<p><i>Enter additional rows if require</i></p>																
<p>4.2</p>	<p>Now that you have considered the potential or actual effect on equality, what action are you taking?</p>															
<table border="1"> <tbody> <tr> <td data-bbox="252 1597 357 1749"> <input type="checkbox"/> </td> <td data-bbox="365 1597 703 1749"> <p>61. No major change (no impacts identified)</p> </td> <td data-bbox="711 1597 1517 1749"> <p>Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</p> </td> </tr> <tr> <td data-bbox="252 1760 357 1827"> <input type="checkbox"/> </td> <td data-bbox="365 1760 703 1827"> <p>62. Adjust the policy</p> </td> <td data-bbox="711 1760 1517 1827"> <p>You will take steps to remove barriers or to better advance equality.</p> </td> </tr> <tr> <td data-bbox="252 1839 357 1951"> <input type="checkbox"/> </td> <td data-bbox="365 1839 703 1951"> <p>63. Continue the policy (impacts identified)</p> </td> <td data-bbox="711 1839 1517 1951"> <p>You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</p> </td> </tr> <tr> <td data-bbox="252 1962 357 2029"> <input type="checkbox"/> </td> <td data-bbox="365 1962 703 2029"> <p>64. Stop and remove the policy</p> </td> <td data-bbox="711 1962 1517 2029"> <p>There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</p> </td> </tr> </tbody> </table>			<input type="checkbox"/>	<p>61. No major change (no impacts identified)</p>	<p>Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</p>	<input type="checkbox"/>	<p>62. Adjust the policy</p>	<p>You will take steps to remove barriers or to better advance equality.</p>	<input type="checkbox"/>	<p>63. Continue the policy (impacts identified)</p>	<p>You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</p>	<input type="checkbox"/>	<p>64. Stop and remove the policy</p>	<p>There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</p>		
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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When you should undertake an EIA:

- You are making changes that will affect front-line services
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- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.6 : Release of revenue budget associated with the Building Schools for the Future programme
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Building Schools for the Future (BSF) was a major investment programme in the schools estate which commenced in 2007. A revenue budget was established to support the incidental expenditure that arose from the programme but wasn't fundable from the BSF grant. As the final school in the programme was completed in 2015, the revenue budget is no longer required.</p> <p>In addition to this, a review of the Finance and Resources budgets has confirmed an uncommitted balance in Central Overhead Charges. The budget is greater than what is required by the total commitments and can be released as a saving.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Dave McNamara</p> <p>(ii) Position: Tri Borough Director for Finance and Resources</p> <p>(iii) Unit: Childrens Services</p> <p>(iii) Contact Details: David.Mcnamara@lbhf.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16th September 2016
Version number and date of update
V1.0 – 2 nd September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	These budgets can be released as savings without impacting services.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 65. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 66. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 67. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 68. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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When you should undertake an EIA:

- You are making changes that will affect front-line services
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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.7A : Placement Cost Reduction
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The savings are to be achieved through both :</p> <ol style="list-style-type: none"> 1. Reducing demand due to a re-configuration of Early Help services including an Edge of Care Team. 2. Reducing high cost placements through a review of need and better contracting and thereby reducing unit costs.
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Melissa Caslake</p> <p>(ii) Position: Operational Director of Children’s Services</p> <p>(iii) Unit: Children’s Services</p> <p>(iii) Contact Details: mcaslake@westminster .gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The impact of reducing placement demand will therefore keep more children out of care / place them with a permanent family and represents a positive outcome. Therefore there are no negative impacts from this activity on people with protected characteristics.</p> <p>More cost effective placements will result in reductions in unit cost. However this will not affect the service offer, and therefore no one is disadvantaged by the proposals.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
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	Race	
	Religion or belief	

	Sexual orientation	
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	

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In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

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- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
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Who should undertake the EIA:

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Title
8.9A : Fostering and Adoption Services
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The savings will be achieved from :</p> <p>1. Recovery of the training costs for services to other Boroughs. Approved Adopters (who have received training from Tri Borough) will be made available to children from other local authorities. As the benefiting local authority has made no investment in training, they make a payment to Tri-Borough for the costs incurred in the delivery of training to Adopters.</p> <p>This scheme is already in operation and has in the last 3 years generated an income for the Tri Borough.</p> <p>The intended beneficiaries are children nationally who move into a permanent placement, adopters who are able to realise their aspiration of creating a family and the respective local authorities who gain an income from the trading.</p> <p>This scheme is needed to achieve the outcomes as listed above and is practiced by all local authorities nationally.</p> <p>2. Reduction of Staff We have already identified a number of vacant posts for deletion; three social work posts in the Adoption and Permanence Team and a Principal Social Worker post in the Fostering Duty, Supervision and Support Team. Significant savings have been made without putting staff at risk of redundancy.</p> <p>However, further staff savings must be made as laid out below and will be made through this restructure by 31st March 2017.</p> <p>The proposal is:</p> <ul style="list-style-type: none"> • To reduce the post of Recruitment Project Officer from 1 FTE to 0.5 FTE • To delete 1.5 FTE Business Support Officer posts. <p>The work of the Adoption and Permanence Team has lessened due to new ways of recruiting adopters – using a more targeted approach and increasing the use of connected persons as potential adopters. It is felt, therefore, that the deletion of the 3 social worker posts within this team, as mentioned above, is acceptable.</p> <p>As a consequence of the changes in demand and the new ways of securing potential adopters there is no longer a requirement for a full time Recruitment Project Officer. The proposal therefore is to</p>

reduce this post from 1 FTE to 0.5 FTE.

The work of Business Support will be redistributed and further work will be undertaken to better align duties to support the work of the three service teams.

Details of the lead person completing the screening/EIA

(i) Full Name: Sally Pillay
(ii) Position: Head of Service
(iii) Unit: Fostering and Adoption
(iii) Contact Details:
1st Floor, Hammersmith Main Town Hall
King Street, London W6 9JU
Tel: 0208 753 2320 (Direct) 07812098049 (Mobile)
Switchboard: 020 8753 2500
E-Mail: Sally.Pillay@lbhf.gov.uk

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?		<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	There is no adverse impact to staff or services because the staff reductions are from posts that are currently vacant and are not required because of the reducing trend in the numbers of Looked After Children (LAC) across the 3 Boroughs.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 73. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 74. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 75. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 76. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:
Sally Pillay
FULL NAME:
Fostering and Adoption
UNIT:
EMAIL & TELEPHONE EXT:02087532320.....
DATE (DD/MM/YYYY):6th September 2016.....

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.9B : Children’s Services Section 17 savings proposal for 2017-18.
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Section 17 budget is a discretionary spend budget for use within Children’s Social Care and Early Help. The budget can be used for a variety of purposes. This can range from the purchasing of essential equipment or sundries for example nappies for a family presenting in crisis; or the purchasing of refreshment items for families attending meetings, events or workshops.</p> <p>The proposed saving is not the whole Section 17 budget and therefore it will continue to be used for families in significant crisis need, where applications to charities or benefits crisis loans would take too long or are not applicable. The savings proposed will mean that there is no spend on discretionary ‘engagement’ activities that require funding for example the purchasing of food and drink for families to encourage them to take part and meet with staff. Instead we will be using all opportunities at our disposal to continue to build relationships with families, in their homes or using facilities available to us for example children’s centres and other buildings where less formal meetings can take place including use of kitchen facilities rather than meeting out in the community.</p> <p>A residual Section 17 budget will be kept as described above for emergency payments. For all other discretionary spend applications will be made to charities, for example to purchase items of furniture or baby equipment, or for crisis loans.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Melissa Caslake</p> <p>(ii) Position: Director of Family Services</p> <p>(iii) Unit: Children’s Services</p> <p>(iii) Contact Details: mcaslake@westminster.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
17 th October 2016
Version number and date of update
V1.0 – 17 th October 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The proposed change is a reduction in a discretionary spend budget, and in the element of that currently used for additional activities with families and their children, to encourage engagement with services and promote positive relationships with services. We will seek creative ways of doing this using other facilities available to us for example at children’s centres, a safe and welcoming environment to meet with families and young people both away from home and without needing to use cafes, restaurants etc. We will stop discretionary spend outside of emergency requirements, and utilise charity applications and crisis loans to their full extent.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster’s population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 77. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 78. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 79. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 80. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.9C : Reduction of Safeguarding Staff
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The service :</p> <ol style="list-style-type: none"> 1. Is experiencing a lower caseload trend. 2. Has had a re-distribution of their team and individual case responsibilities (which is in accordance with the good practice guidance stipulated in the Independent Reviewing Officer handbook). <p>As a result of the above factors, one Independent Reviewing Officer post is surplus to requirements and is currently vacant. It has therefore been permanently removed.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Debbie Raymond & Angela Flahive</p> <p>(ii) Position: Joint Heads of Safeguarding, Review & Quality Assurance</p> <p>(iii) Unit: Children’s Services</p> <p>(iii) Contact Details: Debbie.Raymond@rbkc.gov.uk & Angela.Flahive@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The Independent Reviewing Officer post under consideration is already currently vacant with no plans to fill, and with no adverse effects on service.</p> <p>There are lower Looked After Children case loads requiring statutory review, so a smaller team of Officers are able to manage the duties.</p> <p>It is a long term established team which allows the opportunity to deliver higher quality service and additional responsibilities all in accordance with the good guidance as set out within the Independent Reviewing Officer post handbook.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	

	Sexual orientation	
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<i>Enter additional rows if require</i>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 81. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 82. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 83. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 84. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
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- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

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<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

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Title
8.9D : Removal of accommodation officer post.
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>Savings will be achieved through the deletion of the accommodation officer post in Childrens Services and the creation of a new post – Housing and Employment Coach. This cost of this new post will be split 3 ways across Housing, Economy and Children’s Services. Those aspects of the accommodation officer role that will not be covered by this post (supporting young people move into final stage accommodation, co-ordination of the housing panel, support in registering with housing) will be picked up by the social work assistant and Personal Adviser posts.</p> <p>The housing and Employment Coach is an exciting development as it not only pools resources across the 3 departments but it has an emphasis on developing young people’s capacity to become self-sufficient/ economically productive.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Jonathan Turner</p> <p>(ii) Position: Service Manager</p> <p>(iii) Unit: Looked After children and Leaving Care Service</p> <p>(iii) Contact Details: 0207 641 7664</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The deletion of the accommodation officer post and the creation of a new post – Housing and Employment Coach (which will be split 3 ways across Housing, Economy and Children’s Services) is an organisational change with shared costs across different areas. Areas of the old post will be re-distributed to existing staff members.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster’s population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p> <table border="1" data-bbox="248 689 1520 1384"> <thead> <tr> <th data-bbox="248 689 735 831">Column A – Issues or barriers, things to take into account</th> <th data-bbox="735 689 1520 831">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>		Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).														
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
	<table border="1" data-bbox="248 1592 1520 2029"> <tbody> <tr> <td data-bbox="248 1592 357 1749"><input type="checkbox"/></td> <td data-bbox="357 1592 703 1749">85. No major change (no impacts identified)</td> <td data-bbox="703 1592 1520 1749">Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.</td> </tr> <tr> <td data-bbox="248 1749 357 1827"><input type="checkbox"/></td> <td data-bbox="357 1749 703 1827">86. Adjust the policy</td> <td data-bbox="703 1749 1520 1827">You will take steps to remove barriers or to better advance equality.</td> </tr> <tr> <td data-bbox="248 1827 357 1951"><input type="checkbox"/></td> <td data-bbox="357 1827 703 1951">87. Continue the policy (impacts identified)</td> <td data-bbox="703 1827 1520 1951">You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.</td> </tr> <tr> <td data-bbox="248 1951 357 2029"><input type="checkbox"/></td> <td data-bbox="357 1951 703 2029">88. Stop and remove the policy</td> <td data-bbox="703 1951 1520 2029">There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.</td> </tr> </tbody> </table>		<input type="checkbox"/>	85. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.	<input type="checkbox"/>	86. Adjust the policy	You will take steps to remove barriers or to better advance equality.	<input type="checkbox"/>	87. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.	<input type="checkbox"/>	88. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.				
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.9E : Cessation of essential car allowance payments to staff.
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The saving is achievable as the essential car allowance is being phased out and replaced by the more cost effective casual car allowance. It is more cost effective because there is an expectation that staff use the most efficient form of transport, but still have the flexibility of using the car for when transporting young people, travelling as a group or travelling outside of London where local transport may be more costly.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Jonathan Turner</p> <p>(ii) Position: Service Manager</p> <p>(iii) Unit: Looked After children and Leaving Care Service</p> <p>(iii) Contact Details: 0207 641 7664</p>
Date sent to Equalities@westminster.gov.uk
29 th September 2016
Version number and date of update
V1.0 – 29th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>Car travel involves reimbursement either through the essential or casual car users allowance. There has been a natural cessation of the use of essential car allowances and the use of the casual car user's allowance is more flexible. This initiative has no impact on either staff or the services provided, but is simply a process change to ensure staff use the cheapest travel option which is generally public transport but with the option of claiming a casual car allowance where it is more cost or time effective to use a car.</p>

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

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	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
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City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.9F : YOUTH OFFENDING TEAM SAVINGS 2017/18
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>The Youth Offending Service (YOS) is a statutory service required for every local authority under the Crime and Disorder Act 1998. It is line managed within Family and Children’s Service Directorate. This review considers the proposals for a reduction in the staffing complement in order to identify savings.</p> <p>The Youth Offending service is required to provide savings alongside other departments in the local authority as central government funding reduces there is a need for all services to contribute towards the impending reductions of grants. The agreement is that the YOS would identify £25,000 savings There are 2 posts that will be considered to provide the savings; education, training and employment advisor and the shared project officer posts.</p> <p>The savings would be achieved by a reduction of 0.5FTE Education worker post within the team and one third of a project business officer post that formed part of the shared services within the YOS. The ETE post is currently occupied by an agency worker and the business officer has since left the authority and this post would be deleted.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Name: Betty McDonald</p> <p>(ii) Position: Head of youth offending</p> <p>(iii) Unit: Family & Children’s Services</p> <p>(iii) Contact Details: 07794927743</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 16th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	The numbers of young people coming into the criminal justice system has reduced and whilst education, training and employment are key protective factors that can steer young people from crime, the reduction of this post to 0.5FTE would still enable support to be provided as well as accessing a range of other ETE services within the local authority and the local community. There is also a transformation of YOS taking place that will further explore alternative ways of providing ETE support to this cohort.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #F4C49E; padding: 5px;">Column A – Issues or barriers, things to take into account</th> <th style="background-color: #F4C49E; padding: 5px;">Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</th> </tr> </thead> <tbody> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> <tr><td style="height: 30px;"> </td><td> </td></tr> </tbody> </table>			Column A – Issues or barriers, things to take into account	Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).														
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
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<input type="checkbox"/>	94. Adjust the policy	You will take steps to remove barriers or to better advance equality.																
<input type="checkbox"/>	95. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.																
<input type="checkbox"/>	96. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.																

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
8.9G : DCT –Relocation of DCT staff to Frampton Street from Woodfield Rd.
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>As of the 1st April 2017, the Disabled Children Team [DCT] will relocate from their current premises at Woodfield Avenue W9 3XZ to a Council owned building at Frampton Street NW8 and therefore no longer have to pay rent to a third party. This avoids the Council having to reduce front line services to meet required efficiencies. There is space available within the council owned building which allows for co-location with a number of other locality and specialist disability services promoting effective transition between children services and into adult provision. The building is accessible to staff and visitors and offers increased access by public transport.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Names : Mandy Lawson (ii) Position: :Tri Borough Assistant Director SEN and Disabled Children (SEND) (iii) Unit: : Children`s Services (iii) Contact Details: Mandy.Lawson@rbkc.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
16 th September 2016
Version number and date of update
V1.0 – 15 th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	This initiative simply involves the relocation of staff from a rent paying location to a Council building in which no rent is payable and is therefore more cost effective. The move has no negative implications for staff or services. Furthermore there is potential for increased collaboration between adult and children services encouraging improved transition and information sharing.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	Whilst over 200 families access support from the team most meetings will take place in the community or home. The office will therefore be the location for non-direct work.
	Age	0-18 years
	Disability	All children with a profound and enduring disability and their families may seek support from the team.
	Gender	ALL
	Race	ALL
	Religion or belief	ALL
	Sexual orientation	ALL

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
	<p>Access to the service is by assessment of need and is thus determined by individual family circumstances rather than membership of any group.</p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>
	<p>No</p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
	<p>The staff employed within the DCT have been consulted in relation to the efficiencies and the proposed re-location.</p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>
	<p>No impact has been identified.</p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>																		
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4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?																	
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<input type="checkbox"/>	100. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.																

4.3	Please document the reasons for your decision
	<p>There will be no negative impact upon any groups. Current levels of direct service offer will be safeguarded, smooth transition between children services teams and into adult services promoted through closer working and DCT systems promoting personalisation e.g. management of direct payments will benefit from a more mature infrastructure.</p>

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER



SIGNATURE:

FULL NAME:Mandy Lawson.....

UNIT:SEN & DISABLED CHILDREN ...

EMAIL & TELEPHONE EXT: mandy.lawson@rbkc.gov.uk...

DATE (DD/MM/YYYY): 15/09/2016...

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

All completed EIAs should be sent to: Equalities@westminster.gov.uk



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

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The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

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An EIA e-learning module is available for all Westminster staff:

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When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by **2 September 2016**.

Title
8.15 – Virtual School Review
What are you analysing?
<ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>This saving is to be achieved by using alternate funding streams.</p>
Details of the lead person completing the screening/EIA
<p>(i) Full Names Dave McNamara (ii) Position: Tri-Borough Director for Finance and Resources (iii) Unit: Childrens Services (iii) Contact Details: David.Mcnamara@lbhf.gov.uk</p>
Date sent to Equalities@westminster.gov.uk
30 th September 2016
Version number and date of update
V1.0 – 27 th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	No	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact is identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	This saving is to be achieved by using alternate funding streams and therefore has no impact on Staff or services.

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

3.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	
	Gender	
	Race	
	Religion or belief	
	Sexual orientation	

<p>2.2</p>	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>
<p>2.3</p>	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
<p>3.2</p>	<p>What might the potential impact on individuals or groups be? <i>Consider disability, race, gender, sexual orientation, transgender, age, faith or belief and those on low incomes and other excluded individuals or groups</i></p>

SECTION 4: REDUCING & MITIGATING IMPACT

As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).	
	<p>Consider what actions can be put in place to remove or reduce your identified impact(s). Record all potential actions to show you have considered all options. Please note if no mitigating actions have been identified.</p>	
	<p>Column A – Issues or barriers, things to take into account</p>	<p>Column B – what changes can be made to remove or reduce barriers or negative impacts (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).</p>
	<p><i>Enter additional rows if require</i></p>	
4.2	Now that you have considered the potential or actual effect on equality, what action are you taking?	
	<input type="checkbox"/> 101. No major change (no impacts identified)	Your analysis demonstrates that the policy is robust and the evidence shows no potential for discrimination and you have taken all appropriate steps to advance equality & foster good relations between groups.
	<input type="checkbox"/> 102. Adjust the policy	You will take steps to remove barriers or to better advance equality.
	<input type="checkbox"/> 103. Continue the policy (impacts identified)	You will adopt your proposal, despite any adverse effect provided you are satisfied that it does not unlawfully discriminate and it is justified.
	<input type="checkbox"/> 104. Stop and remove the policy	There are adverse effects that are not justified and cannot be mitigated. The policy is unlawfully discriminating.

4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

<p>5.1</p> <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p>								
	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG	
	<i>Enter additional rows if required</i>							



City of Westminster

EQUALITY IMPACT ASSESSMENT TOOL

The council has a statutory duty to consider the impact of its decisions on age, disability, gender reassignment, pregnancy & maternity, race, religion or belief, sex (gender) and sexual orientation.

The Council also has a duty to foster good relations between different groups of people and to promote equality of opportunity.

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision. Keep all versions of your EIA. An EIA should be finalised once a final decision is taken.

When you should undertake an EIA:

- You are making changes that will affect front-line services
- You are reducing the budget of a service, which will affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles (particularly if it impacts on frontline services).
- EIAs also need to be undertaken on how a policy is implemented even if it has been developed by central government (for example cuts to grant funding).

Who should undertake the EIA:

- The person who is making the decision or advising the decision-maker

Guidance and tools for completing EIAs are available on the WIRE:

<https://officesharedservice.sharepoint.com/sites/intranet/wcc-comms/Pages/Equality-Impact-Assessments-.aspx>

An EIA e-learning module is available for all Westminster staff:

www.learningpool.com/westminster/course/view.php?id=159

When you have completed an EIA, please send the final copy to Equalities@westminster.gov.uk

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by EMT.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by 2 September 2016.

Title
<p>8.21 : Passenger Transport Mitigations</p>
<p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the purpose of the policy/project/activity/strategy? • In what context will it operate? • Who is it intended to benefit? • What results are intended? • Why is it needed?
<p>What is the project, policy or proposal?</p> <ul style="list-style-type: none"> • To implement an Improved offer of independent Travel Training • Implementation of clearer eligibility criteria within a revised Home to School Travel Policy, which will be strictly adhered to • To review eligibility for home to school travel assistance on a yearly basis <p>What is the purpose of the policy/project/activity/strategy?</p> <p>To reduce the level of funding that is spent on SEN Passenger Transport. Currently the budget is projecting a significant overspend. This overspend has been created by changes in legislation. Legislation now entitles young people with SEN, aged 16-25, statutory access to publicly funded transport to/from home to colleges and other higher education institutions.</p> <p>In what context will it operate?</p> <p>This will operate in the context of new legislation that has placed additional burdens on local authorities with regards to the support of children with special educational needs and disabilities, but with no additional funding in the High Needs Block to implement this.</p> <p>What results are intended?</p> <ul style="list-style-type: none"> • A focus on providing travel assistance to those with the most need • A stronger programme of support to enable more young people to take steps towards independence, better preparing them for their transition to adulthood. • The ability to reallocate funding to the delivery of high quality local provision, enabling young people to remain in their local communities <p>Why is it needed?</p> <p>This programme is needed as:</p> <ol style="list-style-type: none"> a) New legislation has placed additional financial burdens on local authorities with regards to supporting a wider age range of children and young people with special educational needs and disabilities. There is no new money in the system to fund this. b) There are children and young people who have been incorrectly allocated SEN Travel Assistance in the past and there is currently no mechanism to undo this. In many cases, the incorrect provision of Travel Assistance will disadvantage a young person in that it can limit

their potential for achieving independence as they approach adulthood.

Who is it intended to benefit and how?

Children and young people who have special educational needs and disabilities will benefit in the following ways:

- a) Those with the requisite skills will have access to a more robust offer of support to help them gain independent travel skills, which will enhance their transition to adulthood.
- b) Those young people with the most need will continue to have access to a transport to and from school.

Details of the lead person completing the screening/EIA

(i) Full Names **Ian Heggs**
 (ii) Position: **Director of Education / Assistant Director for SEN**
 (iii) Unit: **Children’s Services**
 (iii) Contact Details: ian.heggs@lbhf.gov.uk

Date sent to Equalities@westminster.gov.uk

16th September 2016

Version number and date of update

Version 1 – 16 December 2015
 Version 2 – 27th September 2016

SECTION 1: Initial screening: Do you need to complete an Equality Impact Assessment (EIA)?

Not all proposals will require an EIA, this initial screening will help you decide if your project or policy requires a full EIA by looking at the potential impact on any equality groups.

1.1 Does the project, policy or proposal have the potential to disproportionately impact on any of the following groups? If so, is the impact positive or negative?				
	None	Positive	Negative	Not sure
Disabled people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Particular ethnic groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men or women (include impacts due to pregnancy/ maternity)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People or particular sexual orientation/s	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are proposing to undergo, are undergoing or have undergone a process or part of a process of gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People on low incomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in particular age groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups with particular faiths and beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other groups that you think may be affected negatively or positively by this project, policy or proposal?	NO	<input type="checkbox"/>	<input type="checkbox"/>	
If the answer is “negative” or “unclear” consider doing a full EIA				
1.2 What do you think that the overall NEGATIVE impact on groups and communities will be?				
None/ Minimal		Significant		
<input checked="" type="checkbox"/>		<input type="checkbox"/>		
None or minimal impact would be where there is no negative impact identified, or where there will be no change to the services for any groups.		Significant impact would be where there is an impact identified that has substantial impact on any groups.		
If the answer is “significant” consider doing a full EIA				

1.3	Using the screening information in questions 2.1 and 2.2, should a full EIA be carried out on the project, policy or proposal
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1.4	How have you come to this decision?
	<p>The proposals only affect the 'age' and 'disabilities' areas, as they focus specifically on children and young people with special educational needs and disabilities.</p> <p>The plans are being implemented in such a way as to confer a positive, rather than negative impact, as follows:</p> <ul style="list-style-type: none"> • The continued provision of a high quality home-to-school travel assistance programme for those that need it. • A stronger programme of support to enable more young people to take steps towards independence, better preparing them for their transition to adulthood. • The ability to reallocate funding to the delivery of high quality local provision, enabling young people to remain in their local communities

EQUALITY IMPACT ASSESSMENT

SECTION 2: BUILDING AN EVIDENCE BASE

2.1	Build up a picture of who uses/will use your service or facility and identify who are likely to be impacted by the proposal	
	<ul style="list-style-type: none"> • <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> • <i>A baseline of data is available here</i> 	
	How many people use the service currently? What is this as a % of Westminster's population?	
	Age	
	Disability	

	Gender	
	Race	
	Religion or belief	
	Sexual orientation	
2.2	<p>Are there any equality groups that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service. Information about Westminster's population is on the Equalities page on the WIRE.</i></p>	
2.3	<p>Are there any equality groups that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or there may be some form of direct or indirect discrimination occurring.</i></p>	

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be.

<p>3.1</p>	<p>Consultation Information <i>This section should record the consultation activity undertaken in relation to this project, policy or proposal</i></p>
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As a result of what you have learned, what can you do to minimise the impact of the proposed changes on equality groups and other excluded / vulnerable groups, as outlined above?

4.1	Where you have identified an impact, what can be done to reduce or mitigate the impact? (Remember to think about the Council as a whole, another service area may already be providing services which can help to deal with any negative impact).																	
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4.3	Please document the reasons for your decision

SECTION 5: ACTION PLAN

This section is for actions related any of the 9 protected characteristic: Age, Disability, Gender, Gender reassignment; Pregnancy & maternity, Race, Sexual Orientation or Religion/Belief

5.1 Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.

Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.

NB. Add any additional rows, if required.

	Action Required	Equality Groups Targeted	Intended outcome	Resources Needed	Name of Lead, Unit & Contact Details	Completion Date (DD/MM/YY)	RAG
	<i>Enter additional rows if required</i>						