

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet [LINK TO BE ADDED]
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2014-05 Proposed savings from CSF Commissioning Budgets for 2016/17 (REDUCTION IN PREVIOUSLY AGREED SAVING)
Which Department/ Division has the responsibility for this?	CSF/Commissioning Strategy and Performance

Stage 1: Overview	
Name and job title of lead officer	Paul Ballatt – Assistant Director Commissioning Strategy and Performance
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	<p>Reduction in previously agreed £400k saving to a reduced figure of £300,000 savings from Early Intervention and Prevention (EIP) commissioning budgets in 2016-17.</p> <p>All of our EIP commissioning is undertaken on a 3-year commissioning cycle, with the current cycle ending in March 2016. The savings proposal for 2016/17 would reduce the commissioning budget by £300,000 from an available £730,000.</p> <p>The overall impact of the saving would be the reduction in CSF department's ability to either recommission existing early help services or commission new services.</p>
2. How does this contribute to the council's corporate priorities?	Supports the council's medium term financial strategy.
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	<p>Within Merton's established Child Wellbeing Model, early help services are provided to families following CASA or Single Assessment where intervention is designed to prevent the escalation of need into more specialist and potentially intrusive services. For many years Merton has commissioned such services, largely from the local community and voluntary sectors, aiming to increase resilience and coping capacity in families and reduce pressures on statutory social care services. The savings proposed will significantly reduce early help commissioning budgets, are likely to result in increased pressures on social care teams, and will impact on employment of CVS staff.</p> <p>Current early help services in scope for the savings proposal include those for families with parental mental health problems or learning difficulties; domestic violence; practical family support; children with disabilities; crèche provision supporting parenting programmes; and positive activities for young refugee and asylum seekers. Specific decisions will be made following evaluation of all services currently provided and ongoing needs analysis.</p>
4. Is the responsibility shared with	Not a shared responsibility. Services subject to this proposal are provided by local organisations which have

another department, authority or organisation? If so, who are the partners and who has overall responsibility?

been longstanding partners in Merton's Children's Trust arrangements.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

The performance of all commissioned services is monitored regularly in proportion to the amount of money that they receive. Data and information is required from providers to enable the council to monitor performance and monitoring meetings with providers are held. All services are currently meeting specified outputs. Providers are expected to deliver services equitably and monitoring data suggests that equalities groups are benefitting from fair access. Some specific services are targeted to specific equalities groups and all are targeted at more vulnerable families with identified needs including those from the more deprived parts of the borough. The proposal is, therefore, likely to impact negatively on families living in poverty and those with specific protected characteristics.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age			yes		All services are designed to support children with forms of vulnerability
Disability			yes		Potential impact on families of disabled children
Gender Reassignment				no	
Marriage and Civil Partnership				no	
Pregnancy and Maternity			yes		Most services are designed to strengthen parenting including during early years. Some are specifically targeted at improving maternal health.
Race			yes		One service works specifically with refugees and asylum seeking young

					people
Religion/ belief				no	
Sex (Gender)				no	
Sexual orientation				no	
Socio-economic status			yes		Services are predominantly supporting families in challenging socio-economic circumstances

7. If you have identified a negative impact, how do you plan to mitigate it?

We will evaluate our current range of early intervention and prevention programmes ahead of re-commissioning for April 2016 delivery. Reduced funding will equate to a reduction in service delivery, but we will ensure through evaluation that the impact is mitigated as far as possible, by targeting the residual funding to greatest need. We will work with providers and casework staff to ensure a case by case examination of the implications of service withdrawal for existing service users and will seek to make alternative plans for those with ongoing risks/needs.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

- Outcome 1** – The EA has not identified any potential for discrimination or negative impact and all opportunities to promote equality are being addressed. **No changes are required.**
- Outcome 2** – The EA has identified adjustments to remove negative impact or to better promote equality. **Actions you propose to take to do this should be included in the Action Plan.**
- Outcome 3** – The EA has identified some potential for negative impact or some missed opportunities to promote equality and it may not be possible to mitigate this fully. **If you propose to continue with proposals you must include the justification for this in Section 10 below, and include actions you propose to take to remove negative impact or to better promote equality in the Action Plan. You must ensure that your proposed action is in line with the PSED to have ‘due regard’ and you are advised to seek Legal Advice.**
- Outcome 4** – The EA shows actual or potential unlawful discrimination. **Stop and rethink your proposals.**

Stage 5: Improvement Action Pan

9. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/ gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
From April 2016, the range and number of Early Intervention and Prevention services will be significantly reduced	Use of evidence-based interventions wherever possible to ensure maximum effectiveness, focusing delivery at ages and stages that can have maximum impact.	Monitoring of pressures on statutory social care services – eg Children in Need, LAC and CP cases	From April 2016	Existing	L Wallder	
	Case by case examination of need to reprovide support to individual CYP and families.	All current service users consulted on implications of closure of service.	Dec 2015	Existing	L.Wallder	

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 6: Reporting outcomes

10. Summary of the equality analysis

This section can also be used in your decision making reports (CMT/Cabinet/etc) but you must also attach the assessment to the report, or provide a hyperlink

- Savings from the EIP Commissioning budget could potentially have a negative impact on disadvantaged groups within the community
 - Proposals for savings in 2016/17 could affect a significant number of children and families as this would mean a major reduction in the amount of money available to commission services
- What course of action are you advising as a result of this assessment?
- Acceptance of these savings proposals based on the plan to mitigate negative impact on specific service users

Stage 7: Sign off by Director/ Head of Service

Assessment completed by	Leanne Wallder	Signature:	Date: 30/09/15
Improvement action plan signed off by Director/ Head of Service	Paul Ballatt	Signature:	Date: 30/09/15
	Yvette Stanley	Signature: <i>Yvette Stanley</i>	Date 07/10/15

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet [LINK TO BE ADDED]
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-01 To cease to hold a contingency budget for SCRs
Which Department/ Division has the responsibility for this?	CSF, CSC & YI

Stage 1: Overview	
Name and job title of lead officer	Merton Safeguarding Children’s Board Business Manager
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	Historically CSF, CSC&YI have held a central budget for Serious Case Reviews (SCRs) and learning and Improvement reviews. This budget has been largely unspent over the last 5 years as we have only had 1 SCR and 1 learning and improvement review since 2009. The decision to hold SCRs and LIRs rests with the independent chair of the SCB and is a multi-agency decision. It would be more appropriate for each agency to contribute financial as and when a review is agreed. This proposal has been agreed with the SCB.
2. How does this contribute to the council’s corporate priorities?	Safeguarding vulnerable children is a key statutory function of the council and we are committed to learning the lessons from cases as part of our continuous improvement agenda.
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Partners and the council will each contribute to the costs of an SCR/LIR as and when they occur.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	The decision to hold SCRs and LIRs rests with the independent chair of the SCB and is a multi-agency decision. It would be more appropriate for each agency to contribute financial as and when a review is agreed. This proposal has been agreed with the SCB.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

The threshold for an SCR or LIR has only been met twice since 2009 and in any event the costs should be shared amongst commissioning agencies. A LIR might cost c £10k an SCR could costs considerably more but the costs would be shared.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age					Not applicable
Disability					Not applicable
Gender Reassignment					Not applicable
Marriage and Civil Partnership					Not applicable
Pregnancy and Maternity					Not applicable
Race					Not applicable
Religion/ belief					Not applicable
Sex (Gender)					Not applicable
Sexual orientation					Not applicable
Socio-economic status					Not applicable

7. If you have identified a negative impact, how do you plan to mitigate it?

The decision will have no impact – SCRs and LIRs will be undertaken but will be commissioned jointly and costs shared.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

- Outcome 1** – The EA has not identified any potential for discrimination or negative impact and all opportunities to promote equality are being addressed. **No changes are required.**
- Outcome 2** – The EA has identified adjustments to remove negative impact or to better promote equality. **Actions you propose to take to do this should be included in the Action Plan.**
- Outcome 3** – The EA has identified some potential for negative impact or some missed opportunities to promote equality and it may not be possible to mitigate this fully. **If you propose to continue with proposals you must include the justification for this in Section 10 below, and include actions you propose to take to remove negative impact or to better promote equality in the Action Plan. You must ensure that your proposed action is in line with the PSED to have 'due regard' and you are advised to seek Legal Advice.**
- Outcome 4** – The EA shows actual or potential unlawful discrimination. **Stop and rethink your proposals.**

Stage 5: Improvement Action Pan

9. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/ gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 6: Reporting outcomes

10. Summary of the equality analysis

This section can also be used in your decision making reports (CMT/Cabinet/etc) but you must also attach the assessment to the report, or provide a hyperlink

This Equality Analysis has resulted in an Outcome [add](#) Assessment

There are is equality impact of this proposal

Stage 7: Sign off by Director/ Head of Service

Assessment completed by		Signature:	Date:
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley	Signature: <i>Yvette Stanley</i>	Date: 15/09/2015

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet [LINK TO BE ADDED]
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-02 Review of management costs within CSF to deliver savings over 2016/17
Which Department/ Division has the responsibility for this?	CSF Cross cutting

Stage 1: Overview	
Name and job title of lead officer	Director of CSF
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	In the light of the level of savings needed across CSF and the impact on the size and scope of the department to review service structures and to design new structures to enable the department to reduce management costs and remain fit for purpose.
2. How does this contribute to the council's corporate priorities?	CSF delivers the council's statutory education, children's social care, early years and youth justice and broader statutory functions relating to children schools and families. The department is down-sizing but must remain fit for purpose with appropriate spans of management to operate a safe and effective set of services within the reduced resources available
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	The leadership and management team of the department with be most affected and there will need to be consultation with staff and partners as we deliver integrated children's services through our Children's trust and MSCB partnerships
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	This proposal cuts across CSF but will need to be considered by CMT and partners as it may impact on the department's ability to contribute to shared work and objectives internally and externally

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

CSF's workforce is diverse and the profile shows that BME staff and women are well represented at most layers in the organisation. We are below our target for employees with disabilities but have some evidence of colleagues with disabilities not identifying themselves formally out of choice. The development of proposals to reshape the department's management structures will be undertaken through the council's agreed processes and there will be particular consideration of the impact of any changes on protected groups. Detailed impact assessments will be undertaken as the project is initiated and throughout the process. HR will provide both advice and challenge to ensure impact is not disproportionately felt on protected groups. The council has statutory duties as an employer which it will also need to fulfil and will need to reconcile any competing requirements across these different legislative areas.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age					At this stage of proceedings it is not possible to evidence impact but detailed assessments will be undertaken throughout the development and implementation stages to ensure impact does not fall disproportionately on particular protected groups
Disability					See above
Gender Reassignment					See above
Marriage and Civil Partnership					See above
Pregnancy and Maternity					See above
Race					See above
Religion/ belief					See above
Sex (Gender)					See above
Sexual orientation					See above
Socio-economic status					See above

7. If you have identified a negative impact, how do you plan to mitigate it?

N/A

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

- Outcome 1** – The EA has not identified any potential for discrimination or negative impact and all opportunities to promote equality are being addressed. **No changes are required.**
- Outcome 2** – The EA has identified adjustments to remove negative impact or to better promote equality. **Actions you propose to take to do this should be included in the Action Plan.**
- Outcome 3** – The EA has identified some potential for negative impact or some missed opportunities to promote equality and it may not be possible to mitigate this fully. **If you propose to continue with proposals you must include the justification for this in Section 10 below, and include actions you propose to take to remove negative impact or to better promote equality in the Action Plan. You must ensure that your proposed action is in line with the PSED to have 'due regard' and you are advised to seek Legal Advice.**
- Outcome 4** – The EA shows actual or potential unlawful discrimination. **Stop and rethink your proposals.**

Stage 5: Improvement Action Plan

9. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/ gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
To review proposals and implementation at key points to ensure EI is not disproportionate	Undertake EAs at key stages of the process: design; implementation	EAs undertaken	To be determined as part of programme	Existing	CSF Business partner	

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 6: Reporting outcomes

10. Summary of the equality analysis

This section can also be used in your decision making reports (CMT/Cabinet/etc) but you must also attach the assessment to the report, or provide a hyperlink

This Equality Analysis has resulted in an Outcome [add](#) Assessment

Programme management to include overview and action to mitigate any potential negative equalities implications

Stage 7: Sign off by Director/ Head of Service

Assessment completed by	Carol Cammiss	Signature:	Date: 15/09/2015
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley	Signature: <i>Yvette Stanley</i>	Date: 15/09/2015

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-03 Budget savings of £200k in 2017-18 and £200k in 2018-19
Which Department/ Division has the responsibility for this?	Children, Schools and Families Department

Stage 1: Overview	
Name and job title of lead officer	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	Option 1 is to generate the full amount as income from schools through full cost recovery of services currently provided and increased trading. Option 2 in the event that this is not deliverable would be through deletion of posts and reduction of services.
2. How does this contribute to the council's corporate priorities?	Contributes to departmental savings programme in accordance with council's overall medium term financial strategy.
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Schools and CSF workforce.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	CSF department provides statutory and other services to schools all of which are in scope for this savings proposal.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

CSF provides a range of statutory and other services to schools, through SLAs. For 2016-17 savings already agreed (£400K) work is already underway to examine the current charging regimes and to identify benchmarks in order to determine scope for increasing charges. This will continue in respect of 2017-18 and 2018-19 savings.

However if schools are unwilling or unable to pay increased charges the LA offer would need to reduce in order to meet savings required – officers are identifying the statutory minimum level of services which the department would need to continue to provide.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age			x		May need to reduce LA support services to primary and secondary schools
Disability			x		May need to reduce support services to special schools
Gender Reassignment					
Marriage and Civil Partnership					
Pregnancy and Maternity					
Race			x		Potential reduction in services to pupils with EAL
Religion/ belief					
Sex (Gender)					
Sexual orientation					
Socio-economic status					

7. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
Potential reduction in service offer	Ensure statutory minimum level of service is maintained	Understanding regulatory framework/feedback from schools	March 2017	Existing	Paul Ballatt/Jane McSherry	As required for 2017-18 service planning round
Workforce Reduction	Compliance with HR management of change procedures	Required procedures followed/full consultation with staff affected	March 2017	Existing	Paul Ballatt/Jane McSherry	As required for 2017-18 service planning round

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

OUTCOME 1

OUTCOME 2

OUTCOME 3

OUTCOME 4

Stage 5: Sign off by Director/ Head of Service

Assessment completed by	Paul Ballatt	Signature:	Date: 5/10/2015
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley	Signature: <i>Yvette Stanley</i>	Date: 7/10/2015

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-04 Reduction of 1 FTE Commissioning Manager in 2018-19
Which Department/ Division has the responsibility for this?	Children, Schools and Families Department

Stage 1: Overview	
Name and job title of lead officer	Paul Ballatt, Assistant Director Children, Schools and Families Department
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	Saving in staffing budget through deletion of 1FTE post
2. How does this contribute to the council's corporate priorities?	Contributes to CSF Department's savings programme in line with the council's overall medium term financial strategy
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Internal staff. Providers of commissioned services.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	No.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

CSF department savings already agreed as part of the medium term financial strategy include significant reductions in commissioning budgets. Fewer services will, therefore, need be specified, procured and contract monitored by commissioning staff. Remaining staff will retain sufficient capacity to undertake these commissioning functions appropriately although some re-allocation of work will be required.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age					
Disability					
Gender Reassignment					
Marriage and Civil Partnership					
Pregnancy and Maternity					
Race					
Religion/ belief					
Sex (Gender)			x		All current commissioning managers are female
Sexual orientation					
Socio-economic status					

7. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
All current postholders are female	Ensure council's management of change procedure is followed with full consultation with staff affected	Decision taken and implemented re staffing reduction via voluntary severance or fair competitive process	March 2018	Existing	Leanne Wallder	As required in service planning round 2018-19

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

OUTCOME 1

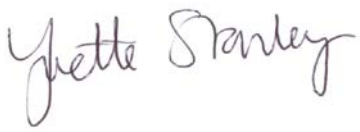
OUTCOME 2

OUTCOME 3

OUTCOME 4

Stage 5: Sign off by Director/ Head of Service

Stage 5: Sign off by Director/ Head of Service

Assessment completed by	Paul Ballatt, Assistant Director	Signature:	Date: 5/10/2015
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley, Director	Signature: 	Date: 07/10/2015

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-05 Reduction of 1 FTE Capital Project Manager post in 2018-19
Which Department/ Division has the responsibility for this?	Children, Schools and Families Department

Stage 1: Overview	
Name and job title of lead officer	Paul Ballatt, Assistant Director Children, Schools and Families Department
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	Saving in staffing budget through deletion of 1FTE post
2. How does this contribute to the council's corporate priorities?	Contributes to CSF Department's savings programme in line with the council's overall medium term financial strategy
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Internal staff, schools and contractors.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	No.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

CSF department has been required to deliver school expansion projects to meet the rising demand for school places. To date this has involved major expansion in the primary and special school sectors. Although plans are now being progressed for new school and expansion schemes in the secondary school phase, fewer projects will be required, albeit of a larger scale. Fewer schemes will, therefore, need to be procured and cliented. Remaining staff will retain sufficient capacity to undertake these functions appropriately.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age					
Disability					
Gender Reassignment					
Marriage and Civil Partnership					
Pregnancy and Maternity					
Race					
Religion/ belief					
Sex (Gender)			x		All current capital project managers are female
Sexual orientation					
Socio-economic status					

7. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/ team plan?
All current postholders are female	Ensure council's management of change procedure is followed with full consultation with staff affected.	Decision taken and implemented re staffing reduction via voluntary severance or fair competitive process	March 2018	Existing	Tobey van Zyl	As required in service planning round 2018-19

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

OUTCOME 1

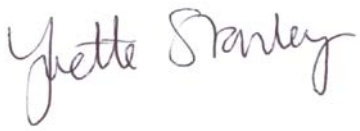
OUTCOME 2

OUTCOME 3

OUTCOME 4

Stage 5: Sign off by Director/ Head of Service

Stage 5: Sign off by Director/ Head of Service

Assessment completed by	Paul Ballatt, Assistant Director	Signature:	Date: 5/10/2015
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley, Director	Signature: 	Date: 07/10/2015

DRAFT

Equality Analysis



Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet
Text in blue is intended to provide guidance – you can delete this from your final version.

What are the proposals being assessed?	CSF2015-06 Data Review and Centralisation – Reduction of 1FTE officer 2017/18
Which Department/ Division has the responsibility for this?	Children, Schools and Families Department

Stage 1: Overview	
Name and job title of lead officer	Paul Ballatt, Assistant Director Children, Schools and Families Department
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	Saving in staffing budget through deletion of 1FTE post
2. How does this contribute to the council's corporate priorities?	Contributes to CSF Department's savings programme in line with the council's overall medium term financial strategy
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Internal staff.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	No.

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

CSF Department has a central Policy, Planning and Performance service including a Research and Information function which supports internal performance management and delivers external performance reports and statutory returns. There are additional posts providing similar functions outposted in the operational Divisions. A review of all posts will be undertaken during 2015-16 with a view to centralising functions of outposted staff, rationalising and achieving economies of scale as a result and releasing 1FTE post as a saving. Remaining staff will retain sufficient capacity to comply with statutory reporting requirements although the range of internal management information reports may need to be reduced. This should be mitigated by the implementation of new client information system (Mosaic).

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies Positive impact		Tick which applies Potential negative impact		Reason Briefly explain what positive or negative impact has been identified
	Yes	No	Yes	No	
	Age				
Disability					N/A
Gender Reassignment					N/A
Marriage and Civil Partnership					N/A
Pregnancy and Maternity					N/A
Race					N/A
Religion/ belief					N/A
Sex (Gender)					N/A
Sexual orientation					N/A
Socio-economic status					N/A

7. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/target)	By when	Existing or additional resources?	Lead Officer	Action added to divisional/team plan?
All current postholders are in scope for savings proposal	Ensure council's management of change procedure is followed with full consultation with staff affected	Decision taken and implemented re staffing reduction via voluntary severance or fair competitive process	March 2018	Existing	Naheed Choudhry	As required in service planning round 2018-19

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

OUTCOME 1

OUTCOME 2

OUTCOME 3

OUTCOME 4

Stage 5: Sign off by Director/ Head of Service

Stage 5: Sign off by Director/ Head of Service

Assessment completed by	Paul Ballatt, Assistant Director	Signature:	Date: 05/10/2015
Improvement action plan signed off by Director/ Head of Service	Yvette Stanley, Director	Signature: <i>Yvette Stanley</i>	Date: 07/10/2015

DRAFT