

# 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?	Proposed budget saving CSF2018-04
Which Department/ Division has the responsibility for this?	CSF/Education Division

Stage 1: Overview	
Name and job title of lead officer	Jane McSherry (AD Education)
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>Review of school traded services offer and raise charges or consider ceasing certain services. This will entail a review of all current SLA's as well as de-delegated services with schools to ensure i) full cost recovery ii) that LBM charges are aligned with other providers.</p> <p>We will also explore future opportunities to trade with schools. If schools are unwilling or unable to pay for core and enhanced services, this will result in approximately 1 post being deleted in the relevant education service area. This will deliver a saving of £30k in 2019/20.</p> <p>It will also potentially impact negatively on service volumes and children's outcomes as there may be an increase in escalations of referrals to child protection services from schools.</p>
2. How does this contribute to the council's corporate priorities?	<p>If additional funding is secured from schools, then this proposal would enable work to continue under the 'Opportunity Merton' theme: our programme to improve education from nursery level to adult provision. CSF services support our most vulnerable children and young people getting the best start in life. We are particularly focused on those facing obstacles and challenges and how we 'bridge the gap' in outcomes between some children and their more advantaged peers.</p> <p>However, if no additional funding is secured, this would lead to a reduction in our offer (outlined above) and the contribution to the corporate priorities would be the delivery of the £30k saving.</p>
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	<p>Partners and (dependant on outcome) staff will be affected by this proposal. If schools agree to the raising of our charges and continue to buy back these services, they will incur additional costs. However our children and young people will continue to benefit from the current offer.</p> <p>If the offer is reduced the proposal may potentially impact negatively on service volumes and children's outcomes as there may be an increase in escalations of referrals to child protection services from schools.</p>
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall	We require agreement from schools to deliver this saving (in the case of increases in charging). If this is not agreed the decision to cease certain services will require stakeholder engagement in agreeing priorities for delivery.

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responsibility?

## 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).

We have comprehensive data and information in relation to costing models to review our current SLA's. We have comprehensive data in relations to schools and where need is more prevalent.

## 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			*		The proposal could impact in terms of schools not agreeing to increase in charging and therefore, certain current services to children would cease. Stakeholder engagement will be undertaken to prioritise these services.
Disability			*		The proposal could impact in terms of schools not agreeing to increase in charging and therefore, certain current services to children with disabilities may cease. Stakeholder engagement will be undertaken to identify which services to prioritise.
Gender Reassignment				*	
Marriage and Civil Partnership				*	
Pregnancy and Maternity				*	
Race				*	
Religion/ belief				*	
Sex (Gender)				*	
Sexual orientation				*	
Socio-economic status			*		The proposal could impact in terms of schools not agreeing to increase in charging and therefore, certain current services to children would cease. This may disproportionately affect children with lower socio-economic

					status as being the children most likely to be in receipt of additional services. Stakeholder engagement will be undertaken to prioritise these services.
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**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?
Further work and stakeholder engagement is needed to identify the most high risk impacts and to mitigate them, if schools' funding is not secured and services have to reduce. Steps will be taken to avoid or mitigate the highest risk impacts.	Stakeholder engagement will be undertaken to identify and mitigate highest risks.	<b>Evidence that services, even where reduced, continue to be provided to those in highest need.</b>	<b>March 2020</b>			

**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	Carol Camiss	Signature:	Date: 01/12/17 (original) Updated 31/10/2018
Improvement action plan signed off by Director/ Head of Service	Rachael Wardell	Signature: 	Date: 1/11/2018

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