

# 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 savings CSF2018-09
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)	Cease or radically reduce some statutory education functions. We will agree with schools priorities for the use of retained Dedicated Schools Grant (DSG) to support the delivery of a reduced statutory service function. In order to meet the proposed saving in 2020/21 of 200K, Statutory Education Services will have to be further reduced. This proposal is in line with the CSF TOM which outlines the direction of travel and focus on delivery of statutory duties. This reduced provision may impact on support to vulnerable and ‘at risk’ children. The department will be reorganised to reflect the downsizing should this proposal be accepted.
2. How does this contribute to the council’s corporate priorities?	This is contributing to the councils’ corporate priorities in ensuring we manage our resources to provide value for money, high standards of governance, financial and budget management. However, there are potential consequences in relation to this, in the medium to longer terms as increased pressure on Social Care may result in escalating costs across the department.
3. Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	Schools and service users will be directly impacted by this proposal. Work will need to be undertaken to ensure that risk and vulnerability are prioritised and careful consideration is needed to ensure that we continue to deliver at least the statutory minimum requirement. Statutory functions in education contribute to our MSCB priorities of Early Help; Think Family and the cross cutting theme of neglect. Should these proposals be accepted, there will be an inevitable reduction in council staff and this equates to approximately 7 FTE’s. We will use the Council’s agreed HR policies and procedures for restructuring and complete EA’s accordingly.
4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?	One of the consequences of this proposal is a potential impact on Children’s Social Care. This could, over time, increase the numbers of children requiring higher cost social care interventions.

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## 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 substantial data sets and information to identify need, vulnerability and risk. We are aware of the areas of service provision this will affect.

## 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		
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age			*		Should this saving be accepted there will be impact on equality groups with one or more protected characteristic. A preliminary assessment has been made based on the information to hand, but a full/more detailed assessment will be carried out if the decision is made.
Disability			*		Should this saving be accepted there will be impact on equality groups with one or more protected characteristic. A preliminary assessment has been made based on the information to hand, but a full/more detailed assessment will be carried out if the decision is made.
Gender Reassignment				*	
Marriage and Civil Partnership				*	
Pregnancy and Maternity				*	
Race			*		Should this saving be accepted there will be impact on equality groups with one or more protected characteristic. A preliminary assessment has been made based on the information to hand, but a full/more detailed assessment will be carried out if the decision is made.
Religion/ belief				*	
Sex (Gender)			*		Should this saving be accepted there will be impact on equality groups

					with one or more protected characteristic. A preliminary assessment has been made based on the information to hand, but a full/more detailed assessment will be carried out if the decision is made.
<b>Sexual orientation</b>				*	
<b>Socio-economic status</b>			*		Should this saving be accepted there will be impact on equality groups with one or more protected characteristic. A preliminary assessment has been made based on the information to hand, but a full/more detailed assessment will be carried out if the decision is made.

## 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?
This level of saving will potentially impact on those already at risk and vulnerable young people at the higher end of our Wellbeing Model.	The CSF TOM sets out an approach to prioritisation in detail. This is being further developed as a result of the TOM refresh in early 2018				TBC	If agreed (yes)

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 Cammiss Business Partner CSF	Signature:	Date:01/01/17 (original) Updated: 31/10/2018
Improvement action plan signed off by Director/ Head of Service	Rachael Wardell, Director CSF.	Signature: 	Date: 1/11/2018