

## A guide to equality Impact Assessments (EIAs)

### What are Equality Impact Assessments (EIAs)?

- EIAs are a **tool to help you analyse and make more considered decisions** about changes to service delivery, policy and practice. An EIA will help you to identify how specific communities of interest may be affected by decisions and to consider any potential discriminatory impact on people with **protected**
- EIAs can also help to improve or promote equality by encouraging you to **identify ways to remove barriers and improve participation** for people with a protected characteristic.

### Why do we need to do Equality Impact Assessments (EIAs)?

- Although not a mandatory requirement, EIAs provide important **evidence** of how we have considered the implications of service and policy changes and demonstrate how we have met our legal Public Sector Equality
- The three main elements of the **Public Sector Equality Duty** are:
  - ✓ Eliminating discrimination
  - ✓ Promoting equality of opportunity
  - ✓ Fostering good relations
- In fulfilling our Public Sector Equality Duty we must ensure that we demonstrate that we have followed a number of key **principles** (based on previous case law):
  - ✓ Knowledge
  - ✓ Timeliness
  - ✓ Real consideration
  - ✓ Sufficient information
  - ✓ No delegation
  - ✓ Review
  - ✓ Proper record keeping
- We need to provide evidence that we have given **due regard to any potential discriminatory impact on people with protected characteristics** in shaping policy, in delivering and making changes to services, and
- We must always consider whether a service change, decision or policy could have a discriminatory impact on people with protected characteristics, not just any impact that is the same as it would be for everyone
- The EIA tool allows us to **capture, demonstrate and publish our rationale** of how we have considered our communities and legal responsibilities under the Public Sector Equality Duty and is our main way of
  
- **But above all, EIAs are about understanding and meeting the needs of local people and supporting us to deliver our vision for Kirklees.**

### When do we need to do Equality Impact Assessments (EIAs)?

- Whenever you plan to **change, introduce or remove** a service, activity or policy.
- At the **VERY BEGINNING** of any process of:
  - ✓ Budget setting
  - ✓ Service review (including changes to employment practice)
  - ✓ Planning new projects and work programmes
  - ✓ Policy development and review
  - ✓ Procurement or commissioning activity

### Who should do it?

- Overall responsibility for EIAs lies at a **service** level. A lead officer should be appointed from the service area that is making a proposal and all decisions should be approved by the senior management team in that
- Those directly affected (partners, stakeholders, voluntary groups, communities, equality groups etc) should be engaged with as part of the process.

### How should we do it?

- Our EIA process has two stages:  
Stage 1 - initial screening assessment  
Stage 2 - further assessment and evidence



## EIA STAGE 1 – SCREENING TOOL (initial assessment)

The purpose of this screening tool is to help you consider the potential impact of your proposal at an early stage.

Please give details of your service/lead officer then complete sections 1-3:

- 1) What is your proposal?
- 2) What level of impact do you think your proposal will have?
- 3) How are you using advice and evidence/intelligence to help you?

You will then receive your stage 1 assessment score and advice on what to do what next.

|   |   |
|---|---|
| <b>Directorate:</b>                     | <b>Senior Officer responsible for policy/service:</b> |
| Children                                | Steve Comb (Head of Corporate Parenting)              |
| <b>Service:</b>                         | <b>Lead Officer responsible for EIA:</b>              |
| Corporate Parenting                     | Steve Comb (Head of Corporate Parenting)              |
| <b>Specific Service Area/Policy:</b>    | <b>Date of EIA (Stage 1):</b>                         |
| Children's Interim Sufficiency Strategy | 12/11/18  |

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| 1) WHAT IS YOUR PROPOSAL?  | Please select<br>YES or NO |
|--|----------------------------|
| To <b>introduce</b> a service, activity or policy (i.e. <b>start</b> doing something)  | YES                        |
| To <b>remove</b> a service, activity or policy (i.e. <b>stop</b> doing something)  | YES                        |
| To <b>reduce</b> a service or activity (i.e. <b>do less</b> of something)  | YES                        |
| To <b>increase</b> a service or activity (i.e. <b>do more</b> of something)  | YES                        |
| To <b>change</b> a service, activity or policy (i.e. <b>redesign</b> it)   | YES                        |
| To <b>start charging</b> for (or increase the charge for) a service or activity (i.e. ask people to <b>pay</b> for or to pay more for something)   | NO                         |
| <p><b>Please briefly outline your proposal and the overall aims/purpose of making this change:</b></p> <p>The Strategy sets out how the Council and partners will work together to increase the availability of local placements for our looked after children to meet the statutory requirements of Section 22G of the Children Act 1989. It has been produced with statutory guidance in mind, including 'Securing Sufficient Accommodation for Looked after Children' (2010) The key measures, alongside effective early support, include increasing the number of local foster placements through improved support and targeted campaigning, reducing the proportion of children moving placements, and better understanding our children and young people's accommodation, health, and education needs.</p> |                            |

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| 2) WHAT LEVEL OF IMPACT DO YOU THINK YOUR PROPOSAL WILL HAVE ON...   |  | Level of Impact              |
|--|--|------------------------------|
|  |  | Please select from drop down |
| Kirklees <b>employees</b> within this service/directorate? (overall)   |  | Neutral                      |
| Kirklees <b>residents</b> living in a specific ward/local area?  |  | Not Known                    |
| Please tell us which area/ward will be affected:   |  |                              |
| <b>Residents</b> across Kirklees? (i.e. most/all local people)   |  | Positive                     |
| Existing <b>service users</b> ?  |  | Very Positive                |
| Each of the following <b>protected characteristic groups</b> ?   |  | Please select from drop down |
| <i>(Think about how your proposal might affect, either positively or negatively, any individuals/communities. Please consider the impact for both employees and residents - within these protected characteristic groups).</i> |  |                              |
| ...age   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...disability  | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Positive                     |
| ...gender reassignment   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...marriage/ civil partnership   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...pregnancy & maternity   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...race  | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...religion & belief   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...sex   | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |
| ...sexual orientation  | What impact is there on Kirklees <b>employees</b> /internal working practices? | Neutral                      |
|  | What impact is there on Kirklees <b>residents</b> /external service delivery?  | Neutral                      |

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| 3) HOW ARE YOU USING ADVICE AND EVIDENCE/INTELLIGENCE TO HELP YOU?  |   | Please select YES or NO      |
|---|---|------------------------------|
| Have you taken any <b>specialist advice</b> linked to your proposal? (Legal, HR etc)?   |   | YES                          |
| Do you have any <b>evidence/intelligence</b> to support your assessment (in section 2) of the impact of your proposal on...   | ...employees?                           | YES                          |
|   | ...Kirklees residents?                  | YES                          |
|   | ...service users?                       | YES                          |
|   | ...any protected characteristic groups? | YES                          |
| <p><i>Children looked after in England (including adoption), year ending 31 March 2017'</i><br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664995/SFR50_2017-Children_looked_after_in_England.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664995/SFR50_2017-Children_looked_after_in_England.pdf</a></p> <p><i>'Children looked after in England (including adoption), year ending 31 March 2017: additional tables'</i><br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664998/SFR50_2017_Additional_Tables_Text.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664998/SFR50_2017_Additional_Tables_Text.pdf</a></p> <p>Consultation with partners, as detailed in the public Cabinet report</p> <p>Internal indicators and monitoring</p> <p>Meetings with the Children in Care Council and Care Leavers Forum (as detailed in the strategy document)</p> <p>Narey and Owers, <i>'Foster Care in England'</i><br/> <a href="https://www.gov.uk/government/publications/foster-care-in-england">https://www.gov.uk/government/publications/foster-care-in-england</a></p> <p>UK Government, <i>'Fostering better outcomes'</i><br/> <a href="https://www.gov.uk/government/publications/fostering-better-outcomes">https://www.gov.uk/government/publications/fostering-better-outcomes</a></p> <p>UK Government, <i>'Promoting the education of looked-after and previously-looked after children', statutory guidance</i><br/> <a href="https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children">https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children</a></p> |   |                              |
|   |   | Please select from drop down |
| To what extent do you feel you are able to mitigate any potential negative impact of your proposal on the different groups of people outlined in section 2?   |   | TO SOME EXTENT               |
| To what extent do you feel you have considered your Public Sector Equality Duty?  |   | FULLY                        |

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## STAGE 1 ASSESSMENT

| IMPACT                               | RISK                                      |
|--------------------------------------|---|
| Based on scoring of<br>1) and 2)     | Based on scoring of<br>2) and 3)          |
| 2                                    | 16  |
| SCORE (calculated)<br>Max = - / + 32 | SCORE (calculated)<br>Max risk = - / + 40 |

You need to move on to complete a Stage 2 assessment if:

The final Impact score is negative and or the Risk score is negative.

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