

2015-16 Full Equalities Analysis Assessment

Check List *(please do not attach this page to your final EAA)*

Before you start:

- Please read through the EAA Guidance [here](#). If you have any questions relating to the guidance please contact Tristan Hardman – Dodd in the Policy team;
- Start collecting all relevant information/data relating to the potential impact of your proposal; in particular that relates to the people who will be affected;
- Start your EAA as soon as possible.

Overview:

- EAAs are an important tool for decision makers. They provide them with key information to be able to make informed decisions;
- Ultimately the decision makers can decide what decision they take, however, it is vital that they understand the implications of a particular decision and that we can demonstrate that they were aware of the implications. Your job is to provide them with relevant and well informed information for them to consider;
- EAAs provide a means in which to summarise the needs of the people who will be affected by your proposal and then explain the likely impact of the proposal upon them and how we might mitigate any negative impacts;
- A poorly written EAA or one lacking clear and precise information puts the Council at risk of legal challenge and damaging our reputation with the community;
- There are three key components to an EAA:

Data:

- You need to develop as clear a picture as possible of your proposal both before and after its implementation (please include all relevant data in section 1);
- You need to create a firm evidence base from which to make the assessment. It is important that you help decision makers understand the needs of the people affected by it;
- You need to collect specific data (where possible on the protected groups¹).

Impact:

- You need to include a clear indication of the overall impact of your proposal;
- You need to highlight any specific impacts where possible on protected groups;
- You need to provide key information to reflect the reality of the impact of the proposal;
- You need to provide decision makers with as clear a picture as possible of impact.

Mitigation:

- You need to provide a clear indication of what can be done to mitigate any adverse impact upon those people affected;
- You need to be as open as honest as possible (if no mitigation is possible, please state this);
- You need to outline specific mitigation for protected groups (where possible).

- EAAs are an important element for demonstrating our compliance with the legal obligations under Section 149 of the Equality Act 2010 set out in Appendix 1 but the 3 main duties are to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;;
 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- If once you have read the guidance you are still unsure or would like some support in completing your EAA please contact your directorate equality lead – see below. If you believe your proposal could have a significant impact on one or more of the protected groups please contact Tristan Hardman-Dodd as soon as possible;
- Please make sure that once you have completed this form it is signed off by your Service Director.

Corporate Resources: Anna Flashman	Children's Services: Cheryl Cain	Adult Services: Adenike Tilleray
Housing and Regen: Gill Tennet	Environment and Customer Services: Anita Hamilton	
Human Resources: Thelma McKay	Policy: Tristan Hardman-Dodd	

¹ AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP

2015-16 Full Equalities Analysis Assessment

1. Proposal Summary Information

EAA Title	Health visiting and school nursing services and FNP services
Please describe your proposal?	Project
Is it HR Related?	No
Corporate Purpose	Cabinet decision

1. What is the Project looking to achieve? Who will be affected?

This project involves tendering for a new health visiting and school nursing service as the current contract ends 30.9.2018. Currently there are two contracts but in future there will be two. The services will share management arrangements and premises. The health visiting service will be part of an integrated service with the LA called Early Start Ealing that also comprises family support workers, social workers and speech and language therapists.

Health visiting and school nursing services have a mix of professional skills.

The aim is to have an open and fair process and to get a good quality contractor in place providing value for money and making best use of council resources.

Depending on the end result the staff of the current service could be impacted if there is a new provider and TUPE arrangements need to be put in place.

The ultimate beneficiaries of the current and future services are children aged 0 to 18 and their families.

Health visiting and school nursing services are provided universally and on a targeted basis as determined by need.

The aim of the service is to support all children under five and their families at key stages of the child's life and to provide additional support as needed including safeguarding support. The school nursing also provides some universal elements (national child measurement programme and identification of health needs of reception age children) and targeted support (safeguarding and support to schools with health care plans for children with healthcare needs).

The Family Nurse Partnership is entirely a targeted service working with young, first time mothers and providing intensive support and guidance until the child is two years old.

2015-16 Full Equalities Analysis Assessment

2. What will the impact of your proposal be?

It is not expected that service delivery will change greatly as a result of this project. The project will focus on quality and value for money. The aim is to support the current staff teams throughout the process to enable a continuity of service provision and to minimise disruption.

2. Impact on Groups having a Protected Characteristic

AGE: *A person of a particular age or being within an age group.*

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact

The service has a positive impact on children through universal health support and targeted support.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

Not relevant

DISABILITY: *A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities².*

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact

The services have a positive impact helping to identify any developmental delays at an early stage and through supporting children with healthcare needs at school

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

Not relevant

² Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

2015-16 Full Equalities Analysis Assessment

GENDER REASSIGNMENT: <i>This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.</i>	
State whether the impact is positive, negative, a combination of both, or neutral:	
Describe the Impact	
Not relevant	
Alternatives and mitigating actions which have been considered in order to reduce negative effect:	
Describe the Mitigating Action	
Not relevant	

RACE: <i>A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.</i>	
State whether the impact is positive, negative, a combination of both, or neutral:	
Describe the Impact	
The services are universally available and due to ethnic composition of the under 18 age range will impact positively.	
Alternatives and mitigating actions which have been considered in order to reduce negative effect:	
Describe the Mitigating Action	
Not relevant	

RELIGION & BELIEF: <i>Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.</i>	
State whether the impact is positive, negative, a combination of both, or neutral:	
Describe the Impact	
Neutral	
Alternatives and mitigating actions which have been considered in order to reduce negative effect:	

2015-16 Full Equalities Analysis Assessment

Describe the Mitigating Action
Not relevant

SEX: <i>Someone being a man or a woman.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
Neutral
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
Not relevant

SEXUAL ORIENTATION: <i>A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
Neutral
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
Not relevant

PREGNANCY & MATERNITY: <i>Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
Positive – the health visiting service offers contacts to pregnant women before birth
Alternatives and mitigating actions which have been considered in order to reduce negative effect:

2015-16 Full Equalities Analysis Assessment

Describe the Mitigating Action
Not relevant

<p>MARRIAGE & CIVIL PARTNERSHIP: <i>Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage</i> <i>Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.</i></p>
<p>State whether the impact is positive, negative, a combination of both, or neutral:</p>
<p>Describe the Impact</p>
<p>Neutral</p>
<p>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</p>
<p>Describe the Mitigating Action</p>
<p>Not relevant</p>

3. Human Rights³
<p>4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?</p>
<p>No</p>
<p>4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?</p>
<p>Yes</p>
<p>4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?</p>
<p>Yes</p>
<p>The service at the core of this tender is for children aged 0 to 18 and supports their development, health and well being. It supports the early identification of children with additional needs and the support of children with healthcare needs at school.</p>

³ For further guidance please refer to the Human Rights & UNRC Guidance on the Council Equalities [web page](#).

2015-16 Full Equalities Analysis Assessment

4. Conclusion

No negative impact has been identified

4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.

Census information; birth rate; service information from existing service;

5. Action Planning: *(What are the next steps for the proposal please list i.e. what it comes into effect, when migrating actions⁴ will take place, how you will measure impact etc.)*

Action	Outcomes	Success Measures	Timescales/ Milestones	Lead Officer <i>(Contact Details)</i>
Cabinet decision to tender	Agreement to tender	See previous column	Feb 2017	Head of Children's Commissioning, LBE/CCG
Procurement process	Market interest	See previous column	Completion in 2017-2018	Head of Children's Commissioning, LBE/CCG
TUPE arrangements put in place (note this is only relevant if there is a different provider)	Smooth transfer of staff	See previous column	2018	New and old provider
New contract in place	Contract in place	See previous column	2018	Head of Children's Commissioning, LBE/CCG

Additional Comments:

⁴ Linked to the protected characteristics above

2015-16 Full Equalities Analysis Assessment

6. Sign off: (All EAA's must be signed off once completed)

Completing Officer Sign Off:	Service Director Sign Off:	<i>HR related proposal (Signed off by directorates HR officer)</i>
<p>Signed:</p> <p style="font-size: 1.5em; text-align: center;"><i>Maggie Wilson</i></p> <p>Name (Block Capitals): Maggie Wilson</p> <p>Date: 11.1.2017</p>	<p>Signed:</p> <p style="font-size: 1.5em; text-align: center;"><i>C. M. Hogan</i></p> <p>CHRIS HOGAN</p> <p>Date: 24.01.2017</p>	<p>Signed:</p> <p>Name (Block Capitals):</p> <p>Date:</p>
<p>For EA's relating to Cabinet decisions: received by Committee Section for publication by (date):</p>		

Appendix 1: *Legal obligations under Section 149 of the Equality Act 2010:*

- As a public authority we must have due regard to the need to:
 - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP
- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
 - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.

2015-16 Full Equalities Analysis Assessment

- c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.

Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.