



East Sussex Equality Impact Assessment Framework

In order to meet its legal obligations as an employer and public authority, Children's Services must complete Equality Impact Assessments (EQIA) for all new and reviewed policies, guidance documents; any developing strategies, decisions or services, as part of the services planning or review process, and for any service being considered for external contract or partnership arrangement.

What is the purpose of an Equality Impact Assessment?

The overall purpose of an EQIA is to:

- Assess how the service/policy affects people within different equality groups (according to race or ethnic origin; gender; disability; sexual orientation; age; religion or belief; and others wherever relevant e.g social and economic position) and challenge if it is adequate or discriminatory
- Identify the potential for positive impact on different groups, and take action accordingly
- Engage and consult with service users and other stakeholders to identify how the service/policy should consider making or must make improvements
- Decide how the improvements are going to be delivered, by whom, by when, drawing on what resources and with what outcome.

This document sets out the framework for carrying out an Equality Impact Assessment. There are four sections:

1. **Identification** – This section covers the main aims of what is being assessed and identifies the key stakeholders as well as national and local policy drivers.
2. **Analysis** – This section covers the collection and initial analysis of available data, research, and consultation information. It includes templates focussing on:
 - highlighting what previous engagement has been carried out with different minority groups

- highlighting “barriers and solutions” to assist you in identifying the experiences of different groups of people
3. **Engagement, prioritisation and action planning** – This section draws upon the analysis in section 2 and asks you to consider further engagement with staff and public affected. It includes templates to enable prioritisation and action planning which will link the information gathered to the Children’s Services Equality Strategy. The Equality Strategy addresses key barriers to achieving equality and diversity:
- **Effective data collection and monitoring** according to the equality categories
 - **Ensuring fair access, better outcomes and developing inclusive services**
 - **Ensuring effective engagement with different groups**
 - **Effective and inclusive commissioning and procurement** processes, including conducting equality impact assessments
 - **Ensuring personal safety and challenging harassment**
 - **Ensuring a diverse workforce that is confident and competent** in equality and diversity
 - **Ensuring community cohesion and promoting good relations** between different groups of people
4. **Departmental Approval** - publication of EQIA and resource implications

**East Sussex County Council Children's Service
Equality Impact Assessment Framework**

1. Identification – this section covers the aims of what you are assessing and identifies key stakeholders as well as national and local policy drivers.

1.1 Lead manager/assessor

<p>Name: Job Title: Address/phone number/email:</p> <p>Department: Lead Assessor/contact details:</p>
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1.2 What policy, function, service, project or commissioning arrangement are you assessing? E.g. SEN assessment process, CAMHS service, Family Support Strategy, title of project

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1.3 What is/are the aims and objectives of the above?

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1.4 Who are the beneficiaries of the policy, function, service or commissioning arrangement?

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1.5 Who are the partners and in what way are they involved? e.g. PCT, Trust, voluntary organisation, private sector providers, community organisations etc.

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1.6 In what ways do national and local strategic documents inform this assessment, e.g. Children's Act, CYPP, Local Partnerships for Children priorities, Corporate Performance Assessment (CPA) shared priorities?

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2. **Analysis** – this section covers the collection and analysis of available data and information, helping to analyse positive and negative impact, barriers and potential solutions

2.1 What data or information do you gather? (e.g. Satisfaction surveys, engagement and consultation results, internal performance indicators, external inspections, Census, attainment data, complaints, SEN tribunals, Carefirst, local and national research etc). Include information available from partners.

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2.2 What does it tell you?

How did you find out this information? (Consultation; performance data; partner info etc.)	Which groups did it identify issues for? (i.e. minority ethnic people; disabled people; men/women; boys/girls; faith groups; different ages; lesbian, gay or bisexual people; transsexual people)	What were the key issues?

2.3 Positive and negative impacts, including barriers faced by different groups

What does your performance data, engagement information, national and local evidence tell about the *potential positive and negative impacts* that the service/policy/strategy might bring about for different groups of people? (Black and minority ethnic people; boys/men; girls/women; disabled people; people of different religions or beliefs; lesbian, gay or bisexual people; transsexual people; any other)

Use a broad range of evidence including anecdotal, qualitative and quantitative (as identified in the previous section 2.2)

Black and minority ethnic (including Gypsies and Travellers and new migrants)	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

Boys/men	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

Girls/women	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

Disabled people	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

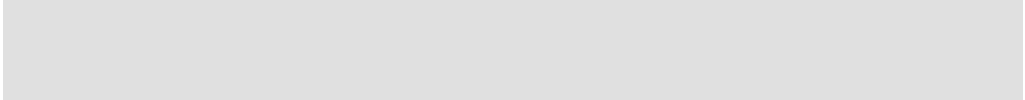
People of different religions or beliefs	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

Lesbian, gay , or bisexual people	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		

Transsexual people	Potential for negative impact , and barriers faced	Potential for positive impact

	by this group	
Children and young people		
Parents/carers, other users		
Staff		

Other (e.g economically disadvantaged, lone parents etc)	Potential for negative impact , and barriers faced by this group	Potential for positive impact
Children and young people		
Parents/carers, other users		
Staff		



3. Engagement and Action Planning - This section draws upon previous analysis of the potential for positive and negative impacts; and includes further engagement with public and staff who will be affected. In this section, you consider **priorities for action** and potential resource implications for each of the key areas identified in the Equality Strategy.

3.1 Engagement and involvement - Do you need to gather more information before proceeding with your action plan?

What are your plans for further involving public and staff who will be affected, on the potential positive and negative impacts of the policy/service/strategy for different groups?

What are the key questions? (In particular, use this opportunity to check your conclusions arrived at in section 2.3 “Positive and negative impacts” and check what should be included in the action plan/solutions 3.2 – 3.8)

Key questions?	Who will you involve?	What will you do?	Date	Key findings

Action plans - prioritisation

The action plan templates in 3.2 and 3.3 below will serve as the **final EQIA recommendations**. These templates allow you to **prioritise** potential positive and negative impacts, and barriers faced by different groups. They also prompt you to address the priorities identified in **the Children's Services Equality Strategy**. Please use all the information about potential positive and negative impacts, barriers and key findings from discussions with those affected (i.e. 2.3 – Impacts and Barriers and 3.1 – Further involvement)

3.2. Prioritisation - proposed actions/solutions to address positive and negative impacts, and barriers identified in 2.3 and 3.1

Potential positive and negative impacts and barriers faced by different groups	Proposed action and solutions	Resource (Staff, Budget)	Timescale

3.3 Link to the Equality Strategy

Desired outcome	How can your policy/strategy/service address this?	Resource (Staff, Budget)	Timescale
Effective data collection and monitoring (including ethnic origin, language, religion, disability, age and gender, sexual orientation)			

<p>Fair access to services that ensure better outcomes for different groups, and developing inclusive services</p>			
<p>Effective engagement with different and minority groups and individuals</p> <p>Publication of EQIA report</p>			
<p>Effective and inclusive commissioning and procurement</p> <p>Commissioned services meet the needs and aspirations of all sections of the communities</p> <p>Independent commissioned providers and partners follow good equality and diversity practice</p>			
<p>Ensuring personal safety and challenging harassment</p>			
<p>Workforce development</p> <p>Developing confidence and competence in equality and diversity</p> <p>Ensuring a diverse and representative workforce</p>			
<p>Improving community cohesion and promoting good relations between different groups of people</p>			