

Equality Impact Assessment (EQIA)

Deciding what needs to be assessed

In theory all policies, decisions, services, projects and programmes should be impact assessed. The most practical approach is to assess as the proposal is being developed or as processes, services and policies come up for review making the EQIA part of the development process. Do not be put off by the list below, it does not mean that long and detailed assessments are required every time you are engaged in one of the activities. However, it does mean that you should always consider the equalities implications of your proposals.

Policy

- New policy development
- Substantial revision of an existing policy or process
- Any change which may have a disproportionate impact on a particular group

Decision

- Key decision
- Decision for management board/cabinet
- Budget change decision

Service

- New service
- Service review, including the decommissioning of services
- Any service change which may have a disproportionate impact on a particular group

Projects and programmes

- All, at planning stage

Further information: [Equality Impact Assessments - a user's guide](#)

Section One

Question		Response
1.1	Name of policy/decision/service/project/programme being assessed	Ofsted Improvement Plan
1.2	Summary of aims and objectives of the policy/decision/service/project/programme	This impact assessment is considering the impact in relation to the work to be undertaken in response to the Ofsted ILACs inadequate judgement.
1.3	Who is affected by the policy/decision/service/project/programme? (e.g. employees/service users/supplier/contractor)	The Council and its reputation All staff working for Children's Social Care Wider partnerships working with children and young people as part of multi-agency safeguarding practice Children, young people and their families in receipt of services
1.4	What involvement and consultation has been done in relation to this proposal? (e.g. with relevant groups and stakeholders)	A Workshop was facilitated with partner agencies consulting them on the plan and the areas for improvement. Several workshops have taken place with Children's services staff obtaining their views on what needs to change regarding service delivery and they have also been consulted on drafts of the improvement plan prior to finalisation. The participation lead consulted with children and young people's service user group about the draft plan and also shared a children's version of the Ofsted report to obtain their views The Cabinet, and lead member for children have been sighted on the plan prior to it being shared with the Department for Education and Ofsted

Section Two

Protected Characteristic Group	Is there a potential for positive or negative impact? Is the impact neutral?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the proposal)
Disability	Neutral		
Gender Reassignment			

Marriage or Civil Partnership			
Pregnancy and Maternity	Positive impact	A pathway for multi-agency pre-birth services will be developed as part of our improvement plan where there are safeguarding concerns for unborns	
Race			
Religion or Belief			
Sexual Orientation			
Sex (gender)			
Age			
Children in Care and Care Leavers	Positive impact	There are a number of detailed actions in the improvement plan which should lead to improved services for children in care and care leavers	

Section Three

3.1	Potential Barriers to success and mitigating Actions – summary	<p>Lack of funding to recruit to roles to support improvement work has been mitigated by a 3 million investment plan by the Council. Funding will also be sought from the DfE.</p> <p>Risk to delays regarding some actions in the improvement plan will be mitigated by having a robust tracking and reporting schedule to the Improvement Board which will meet every 6 weeks</p> <p>Staff recruitment will be a challenge given that there has been an inadequate judgement – we will need to continue to use agency workers to deliver statutory services until we develop a strong recruitment campaign. We know that we are likely to see some staff leave if they do not want to be part of an improvement journey – we will mitigate against this by ensuring they are kept informed and consulted about the changes that are needed.</p>
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3.2	How will success be measured?	Progress will be tracked and reported regularly to the Improvement Board, regular monitoring visits will be undertaken by Ofsted prior to a full inspection if progress is evidenced
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3.3	What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	Improvement Board will have Governance of the plan and will meet every 6 weeks to review progress. Council Members, Chief Executive, DfE and Service representatives will sit on this board and review progress reports and updates
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Section Four

For the Record			
Name of person leading this EQIA	Gwynne Rayns	Date Completed	1.5.24
Names and roles of people involved in the consideration of impact	Gwynne Rayns Head of Transformation Practice Development Leads	Tracy Merritt Service Manager Practice and Development Lisa Arthey Corporate Director Children's Services	Children's Voice Group
Name of Director signing EQIA	Lisa Arthey	Date Signed	15.5.24