

Appendix 2

Equality Analysis Form

An Equality analysis enables us to target our services, and our budgets, more effectively and understand how they affect all our communities. It also helps us comply with the Equalities Act 2010.

For more information about when you should carry out an equality analysis, who should do this and the support available, go to the equality analysis intranet page.

This form has four sections

- 1: decide whether a full equality analysis is needed. If not, you do not complete sections 2-4.
- 2: gathering evidence
- 3: determining actions
- 4: decision and next steps

Appendix One – Decision-making process

Appendix Two - data broken down by Protected Characteristics

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Name of document			Children and Families' Plan 2015-16	
Version	Date reviewed	Date of next review	Reviewed by	Changes made
1	Jan 2015	Spring 2016	Maria Nawrocka	

1. Decide whether a full equality analysis is needed

1.1 What are you analysing?

Question	Guidance	Answer
What is the name of your change or review?	<p>The change or review may involve:</p> <ul style="list-style-type: none"> o policies, strategies and frameworks o budgets o plans, projects and programmes o staff structures (including outsourcing) o the use of buildings o commissioning (including re-commissioning and de-commissioning) o services (for example, how and where they are delivered) o processes (for example thresholds, eligibility, entitlements, and access criteria) 	<p>Refresh of the Children and Families' Plan 2015-16.</p> <p>This plan was developed by the Croydon Children and Families Partnership. Members of the Partnership include Croydon Council, Health agencies, the Police, the Voluntary Sector, the Fire Service, Croydon early years settings, schools and colleges.</p> <p>The Croydon Children and Families' Plan (CFP) is the strategic over-arching plan for all services affecting children and young people in Croydon. Whilst the plan is no longer a statutory requirement, Croydon Children and Families Partnership has chosen to continue to have a Plan as a way of ensuring that all agencies are jointly focused on achieving our high aspirations for the children and young people of Croydon.</p>
Why are you doing this?	<p>For example, we are considering cutting a service.</p>	<p>The Plan is being refreshed to determine current needs and priorities for 2015-16.</p> <p>The Plan which had been informed by a review of progress against the priorities that were agreed in 2014-15 and a comprehensive needs analysis carried out in 2013 and subsequent needs analyses completed for specific groups or</p>

		<p>needs.</p> <p>For 2015-16 the Partnership is focusing on a reduced number of priorities which had proved particularly challenging to progress in 2014-15 or those for which responsibilities are diffuse across partner agencies.</p> <p>These priorities have been identified based on a review of progress achieved in 2014-15, engagement of young people throughout the year and the needs analyses considered for the plan: the detailed Children’s Services Needs Analysis 2012-13 and the needs analyses for specific areas of need including on children with SEN and Disability, children’s emotional health and wellbeing, looked after children and safeguarding, child poverty, homelessness; domestic violence; alcohol; and obesity.</p> <p>Looked After Children (LAC), children and young people with special educational needs and disabilities and those entitled to free school meals are at particular risk of under achievement across a range of outcomes including health, educational attainment, school attendance and engagement in education, employment or training post-16.</p>
What is likely to be different when you have finished?		<p>For 2015-16, the Partnership has chosen to continue its focus on a reduced, core number of priority areas for action.</p>
What will be the main outcomes or benefits from making this change?		<p>The work of the Children and Families Partnership will be more focussed on priorities that can only be delivered in true, strategic partnership across agencies as they relate to challenging, “wicked” issues which require the input of many partners. Partnership priorities for 2015/16 are:</p> <ul style="list-style-type: none"> • Improve the emotional wellbeing and mental health of children and young people

		<ul style="list-style-type: none"> • Increase the impact of early intervention • Improve pathway planning for children and young people with learning difficulties/disabilities • Improve the health and education/training outcomes for Looked After Children • Increase participation in education, employment and training and improve outcomes at age 19 • Reduce childhood obesity • Reduce child poverty and mitigate the impact of poverty • Encourage partners to strengthen the consistency of engagement with children, young people and families
What stage is your change at now?	See appendix one for the main stages at which equality analyses need to be started or updated. In many instances, an equality assessment will be started when a report is being written for a committee. If that report recommends that a project or programme takes place, the same equality assessment can be updated to track equality impacts as it progresses.	First draft of refreshed plan with Board and Executive members for comment.
<p>An equality analysis must be completed before any decisions are made. If you are not at the beginning stage of your decision making process, you must inform your Director that you have not yet completed an equality analysis.</p>		
<p>1.2 Who could be affected and how?</p>		
Question	Guidance	Answer
Who are your internal stakeholders?	For example, groups of council staff, members	<ul style="list-style-type: none"> • All council employees working with children, young people and families • Elected members

Who are your external stakeholders?	For example, groups of service users, service providers, trade unions, community groups and the wider community?	<ul style="list-style-type: none"> • Partner agencies working with children, young people and families • Children’s workforce • Children, young people and families
Does your proposed change relate to a service area where there are known or potential equalities issues?	Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response. If you don't know, you may be able to find out on the Croydon Observatory (http://www.croydonobservatory.org/)	<p>Yes</p> <p>Looked After Children (LAC), children and young people with special educational needs and disabilities and those entitled to free school meals are at particular risk of under achievement across a range of outcomes</p> <p>Looked after children:</p> <ul style="list-style-type: none"> • Are at greater risk of poor health outcomes including mental ill-health and teenage pregnancy. • Performance of Looked After Children has been rising over the last few years but is significantly lower than their peers. • Are at risk of not entering education, employment or training. <p>Children with Learning Difficulties and / or Disabilities</p> <ul style="list-style-type: none"> • Are at risk of poorer health outcomes including emotional health and well being • There are smaller attainment gaps between children with special needs and their peers than are reported nationally, however, they have not improved over the last five years. • Pupils with SEN have attendance levels below the average • Are at higher risk of not being in education, employment or training. <p>Children living in poverty (entitled to free school meals) are also more at risk of poor outcomes, including:</p> <ul style="list-style-type: none"> • Lower achievement levels • Higher persistent absence

		<ul style="list-style-type: none"> • Poor health outcomes
<p>Does your proposed change relate to a service area where there are already local or national equality indicators?</p>	<p>You can find out from the Equality Strategy (http://intranet.croydon.net/corpdept/equalities-cohesion/equalities/docs/equalitiesstrategy12-16.pdf). Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response</p>	<p>Yes</p> <p>To improve outcomes for children by providing a better start in life</p> <ul style="list-style-type: none"> • Childhood obesity gap between boys and girls and those from Black and Minority Ethnic backgrounds • Child poverty <p>To achieve better learning outcomes for children and young people by narrowing the attainment gap for those who are vulnerable</p> <ul style="list-style-type: none"> • Attainment gap between vulnerable groups achieving 5 A –C GCSE at key stage (KS) 2 and the wider population of the borough • Attainment gap for children with special educational needs as compared with the wider population of the borough • Looked after children achieving 5 A-C GCSEs at key stage 4 • Attainment gap for children in receipt of free school meals (KS2) • Monitor the exclusion (fixed and permanent) of all vulnerable groups • Percentage gap at the foundation stage of local children • Children in care achieving level 4 in KS2 English and Maths • Children in care achieving five A*-C GCSEs including English and Maths • The percentage point gap between pupils eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils

		<p>ineligible for FSM</p> <ul style="list-style-type: none"> • The percentage point gap between pupils eligible for free school meals (FSM) achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at KS4 and pupils who do not receive FSM • Satisfaction with services of children and families <p>To improve economic outcomes for young people and adults by increasing opportunities to be in education, employment or training</p> <ul style="list-style-type: none"> • Young people not in education, employment or training especially among those aged 16 - 24, young parents, disabled people, children looked after in care, and those with Special Educational needs and Disabilities (SEND) • Young people engaged in apprenticeships • Inequality gap in the achievement of a level 2 qualification by the age of 19 • Inequality gap in the achievement of a level 3 qualification by the age of 19 <p>To achieve better outcomes for children and young people by increasing the proportion that say they are listened to and able to influence</p> <ul style="list-style-type: none"> • Incidence of bullying and harassment in schools reported by young people from Black and Minority Ethnic backgrounds, those who have a disability or are LGBT or questioning; • Young people who feel they are listened to including carers and young people who are looked after in care <p>To improve support for vulnerable people by making it easier for them to have more choice and control over their lives</p> <ul style="list-style-type: none"> • Looked after children who are adopted • Satisfaction with the quality of special educational
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		needs services
Would your proposed change affect any protected groups more significantly than non-protected groups?	Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response. For a list of protected groups, see Appendix Two.	Yes Where outcomes are different for protected groups action will be taken to narrow the gaps
Would your proposed change help or hinder the council in eliminating unlawful discrimination, harassment and victimisation in relation to any of the protected groups?	Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response	Yes. The proposed change will help the council in eliminating unlawful discrimination, harassment and victimisation in relation to the protected groups
Would your proposed change help or hinder the council in advancing equality of opportunity between people who belong to any protected groups and those who do not?	Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response	Yes, the proposed change will help the council in advancing equality of opportunity between people who belong to any protected groups and those who do not. Where differences in outcomes arise from inequality of opportunity between people who belong to protected groups and others the Partnership focus will help to eliminate this.

<p>Would your proposed change help or hinder the council in fostering good relations between people who belong to any protected groups and those who do not?</p>	<p>Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response</p>	<p>Don't know. Narrowing the outcome gaps between people who belong to any protected groups and those who do not will help to foster good relations between people who belong to any protected groups and those who do not.</p>
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1.3 Decision

If you answer "yes" or "don't know" to ANY of the questions in section 1.2, you should undertake a full equality analysis. This is because either you already know that your change or review could have a different/significant impact on protected groups (compared to non-protected groups) or because you don't know whether it will (and it might).

Decision	Guidance	Response
<p>No, further equality analysis is not required</p>	<p>Please state why not and outline the information that you used to make this decision. Statements such as 'no relevance to equality' (without any supporting information) or 'no information is available', could leave the council vulnerable to legal challenge. You must include this statement in any report used in decision making, such as a Cabinet report</p>	

Yes, further equality analysis is required	Please state why and outline the information that you used to make this decision. Also indicate - when you expect to start your full equality analysis - the deadline by which it needs to be completed (for example, the date of submission to Cabinet). - where and when you expect to publish this analysis (for example, on the council website). You must include this statement in any report used in decision making, such as a Cabinet report.	Yes. Due to the differences in outcomes of particular groups, including those with protected characteristics, the priorities for the Children and Families Partnership will have a positive impact on reducing inequalities. Submission for Informal Cabinet: 23.2.15 For Informal Cabinet 2.3.15 Submission for Cabinet: 5.3.15 For Cabinet 16.3.15
Officers that must approve this decision	Name and position	Date
Report author	Maria Nawrocka, Children and Families Partnership Manager	2.2.15
Director	Jane Doyle, Director CSS	
Please email this completed form to data.equalities@croydon.gov.uk, together with an email trail showing that the your director has approved it.		
1.4 Feedback from the corporate equalities team		
Name of equalities officer		
Date received by equalities officer	Please send an acknowledgement	
Should a full equality analysis be carried out?	Note the reasons for your decision	
Please send this document to - the person responsible for making the decision - democratic services, the corporate programme office or procurement as appropriate in time for the relevant decision making meeting		

2. Evidence Considered

List the documents and information that have been considered as part of this review to enable reasonable judgments to be made on the assessment of impact.

This section needs to include consultation data and desktop research (local and national data).

Quantitative Data

Qualitative Data

The following evidence has been considered in refresh of the CFP

- Pupils Survey completed by 6500 children and young people
- 2012-2013 Children's Services Needs Analysis.
- Needs analyses for specific areas of need including on children with SEN and Disability, children's emotional health and wellbeing, looked after children and safeguarding, child poverty, homelessness; domestic violence; alcohol; and obesity.

A survey of over 6500 pupils was undertaken in 2013. When fully analysed this will inform the development of action plans to deliver the Children and Families Plan.

The youth council priorities are identified through wide consultation across secondary schools in Croydon. These inform the priorities of the Partnership and the Partnership supports the youth council in taking forward their priorities.

In addition there are specific engagement activities underway:

- Developing and reviewing the Local Offer for children with Special Educational Needs and Disabilities (SEND)
- Co-designing the Best Start programme with parents

Involving children, young people and parents in review of School nursing, therapies and Family Nurse Partnership to inform re-commissioning decisions..

In 2013, Children and Families Partnership undertook a detailed Children's Services Needs Analysis which sits alongside the Joint Strategic Needs Assessment for the borough. A summary of the CSNA was included in the 2013-14 CYPP and the full CSNA is at <http://www.croydon.gov.uk/healthsocial/families/ccfpartnership/ccfpartnership>. In addition we have taken account of needs analyses, completed or in process, for specific areas of need including on children with SEN, children's emotional health and wellbeing, looked after children and safeguarding, child poverty, homelessness; domestic violence; alcohol; and obesity. These will be published on Croydon Observatory at: http://www.croydonobservatory.org/needs_assessment/.

The CSNA is an analysis of needs that inherently looks at differences in outcomes across particular groups; it includes both quantitative and qualitative information including the views of children, young people and families. Through the CSNA the Partnership identified the areas where there is most need for improvement but also, where information is available, the disproportional impact on particular groups. For the 2015-16 refresh, the Partnership Board agreed that there should be high level review of outcomes across services for children's services as an update to the 2013 CSNA.

The following findings from the 2013 CSNA are still applicable and action plans to address 2015-16 priorities are expected to address where additional action needs to be taken in respect of specific vulnerable groups, including those with protected characteristics.

About 57% of children and young people are from BME backgrounds which is a higher proportion than within the population as a whole. GLA ethnicity projections show that Croydon will become more ethnically diverse over time.

Looked After Children (LAC), children and young people with special educational needs and disabilities and those entitled to free school meals are at particular risk of under achievement across a range of outcomes. The ethnic profile of LAC has remained fairly constant over the past few years, with a larger proportion recorded as 'White or White British' and 'Mixed or Dual Background' compared to the general population. The ethnic profile of unaccompanied asylum seeking children (UASC) of UASC has changed over the past few years. In 2014 38.3% of UASC were recorded as 'any other ethnic group' reflected the increase in UASC from Albania (152 children and young people): Looked after children:

- Are at greater risk of poor health outcomes including mental ill-health and teenage pregnancy.
- Performance of Looked After Children has been rising over the last few years but is significantly lower than their peers.
- Are at risk of not entering education, employment or training.

Children with Learning Difficulties and / or Disabilities

- Are at risk of poorer health outcomes including emotional health and well being
- There are smaller attainment gaps between children with special needs and their peers than are reported nationally, however, they have not improved over the last five years.
- Pupils with SEN have attendance levels below the average
- Are at higher risk of not being in education, employment or training.

Children living in poverty (entitled to free school meals) are also more at risk of poor outcomes, including:

- Lower achievement levels
- Higher persistent absence
- Poor health outcomes

Addressing the differential outcomes of these three vulnerable groups is taken forward by cross cutting sub groups. The detailed action plans of these sub groups address improving outcomes for these groups; the Children and Families Plan includes high level actions.

At school there are differences in outcomes for different groups. The most vulnerable groups of pupils, include white working class boys and girls, those with English as an Additional Language, traveller children and asylum seekers / those newly arrived to the country:

- The evidence shows that whilst there is still an attainment gap between white working class children, children of Caribbean heritage and white / Caribbean dual heritage children and their peers the gap is narrowing and narrower than that seen nationally.
- Children Looked After by the Local Authority performed better than their peers nationally but continue to underperform compared

to their peers

- Boys account for 65% of fixed term exclusions from school.
- Black Caribbean pupils make up 7% of permanent exclusions and 23% of fixed term exclusions but only 11% of the school population.

There are significant differences in outcomes across the borough. For example, there are higher levels of poverty in the North and East of the Borough and this is also mirrored in obesity levels.

2.1 Analysing Impact

Use the table below plot and identify where there is a potential impact on any of the staff and customers/service users by protected characteristic arising from the change.

The cells of the matrix should be filled in as below:

Key	
O	Indicates where the impact is unknown on Service Users/Staff, This is due to evidence not being available to indicate otherwise (neither positive nor negative impact).
P	Indicates the change may have a potential Positive Impact on Service Users/Staff
N	Indicates the change may have a potential Negative Impact on Service Users/Staff
P/N	Indicates the change may have both Positive and Negative Impacts on Service Users/Staff

An example of the chart filled in below:

Services			Protected Characteristics								
			Age	Disability	Gender Reassignment	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	Marriage and Civil Partnership
Service	Service	Capacity	O	O	O	O	O	O	O	O	O

Services			Protected Characteristics								
			Age	Disability	Gender Reassignment	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	Marriage and Civil Partnership
Provision	Design	Availability	O	O	O	O	O	O	O	O	O
		Continuity	O	O	O	O	O	O	O	O	O
		Security	O	O	O	O	O	O	O	O	O
		Supplier Management	O	O	O	O	O	O	O	O	O
		Service Level Availability	P	P	O	O	P	O	P	P	O
		Service Catalogue Management	O	O	O	O	O	O	O	O	O

Description of Impact – Service User Related				
Service Area	Protected Group	Description of Potential Positive Impact	Description of Potential Negative Impact	Evidence Source
Service level availability	Age	The objective of the Children and Families Plan is to improve outcomes for all children and young people in Croydon. The key areas for action are at Section 5.		
Service level availability	Disability	Support for Children and young people with a learning difficulty and or disability is the responsibility of a sub group of		

Description of Impact – Service User Related

		<p>the Partnership. A needs analysis is currently underway to inform commissioning priorities for this group.</p> <p>The priorities for this area are included in the Children and Families at section 4 and key areas for action in section 5.</p>		
Service level availability	Sex	Where there is underperformance, or a particular need, for example performance of boys at school, the sub groups target support for this group.		
Service level availability	Race	Where there is underperformance, or a particular need, among children and young people from a particular ethnic group in relation to a priority the sub groups target support for this group.		
Service level availability	Sexual orientation	Addressing prejudice based bullying is a key focus for improving emotional wellbeing		

Description of Impact – Employment Related

Service Area	Protected Group	Description of Potential Positive Impact	Description of Potential Negative Impact	Evidence Source
Service level availability	Disability, race, gender	Reducing the number of young people not in employment, education or training is a priority of the Partnership. Where		

Description of Impact – Employment Related

		there is underperformance, or a particular need, among a particular group of young people in relation to this priority the sub group target support for this group.		

2.2 Is there any evidence missing? If so, how will you gather this missing evidence?

If you do not have all the evidence you need to make an informed decision, talk to your departmental equality lead about practical ways to gather it. For example, if you do not have time to conduct a survey, is there a way can increase your understanding before undertaking more robust research at a later date? Perhaps by meeting with stakeholders. The depth and degree of any consultation or research will be determined by the relevance of the change or review to different groups. Those who are likely to be directly affected should be consulted. Read the corporate public consultation guidelines before you begin (http://intranet.croydon.net/finance/customerservices/public_consultation/default.asp).

If you really cannot gather any useful information in time, then note its absence as a potential negative impact and describe the action you will take to gather it in section 3. Insert new rows as required.

Do not continue onto stage 3 until your departmental equality lead is satisfied that you have gathered all the evidence you need.

Protected Group	Evidence missing	Description of potential negative impact

3. Determining Actions

The overall potential impact is the likelihood of the impact multiplied by the strength of that impact. The higher the score, the more significant the impact. The tables below identify actions to be taken to minimise negative impacts or maximise positive impacts within the programme.

Key

Likelihood score

5	Most certain	In more than 80% of the circumstances
4	Most likely	In 51-80% of circumstances
3	Possible	In 21-50% of circumstances
2	Unlikely	In 6-20% of circumstances
1	Rare	In 5% of circumstances or less

Strength score	Degree of impact	Proportion of protected groups affected
5	Very great impact	Several protected groups in more than one category (e.g. religion and gender) would be differently affected (compared to non-protected groups).
4	Great impact	Several protected groups in one category (e.g. religion) would be differently affected (compared to non-protected groups)
3	Some impact	All of one protected group would be differently affected (compared to non-protected groups)
2	Little impact	The majority of one protected group would be differently affected (compared to non-protected groups)
1	Minimal impact	A minority of one protected group would be differently affected (compared to non-protected groups).

3.1 Minimising Potential Negative Impacts								
Ref	Protected Group	Potential Negative Impact	Likelihood Score	Strength Score	Overall Impact Score	Action	Action Owner	Date Action will be completed

3.1 Maximising Positive Impacts								
Ref	Protected Group	Potential Positive Impact	Likelihood Score	Strength Score	Overall Impact Score	Action	Action Owner	Date Action will be completed
	Age, disability, sex, race, sexual orientation	Enable Partnership Executive and Board members to provide robust challenge to sub groups on equality impact.	4	5	20	In further development of Partnership performance management and reporting, make sure there is a focus on equality impact.	Maria Nawrocka	April 2015
	Age, disability, sex, race, sexual orientation	Enable Partnership Executive and Board members to provide robust challenge to sub groups on equality impact.	4	5	20	Continue to make sure Partnership forward agendas address equality issues and differential outcomes whenever these arise	Maria Nawrocka	April 2015
	Age, disability, sex, race,	Maximise the impact of sub group action	4	5	20	Achieve agreement for	Sam Taylor	April 2015

3.1 Maximising Positive Impacts

sexual orientation	plans in terms of reducing inequality and promoting equality.				forward plan. Provide challenge to sub group action plans		
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4. Decisions

4.1 Based on the information in sections 1-3, what are you going to do?

Decision	Definition	Yes/no
We will not make any major change to our project because it already includes all appropriate actions	Our assessment shows that there is no potential for discrimination, harassment or victimisation and that our project already includes all appropriate actions to advance equality and foster good relations between groups.	N
We will adjust our project	We have identified opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through our project. We are going to take action to change our project to make sure these opportunities are realised.	Y
We will continue our project as planned because it will be within the law	We have identified opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through your project. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned.	N
We will stop our project	Our project would have adverse effects on one or more protected groups that are not justified and cannot be lessened. It would lead to unlawful discrimination and must not go ahead.	N

4.2 Next steps

You may find it useful to consult Appendix One before completing this section.

Does this analysis have to be considered at a scheduled meeting?	If so, please give the name and date of the meeting.	Cabinet 16.3.15
When and where will this equality analysis be published?	An equality analysis should be published alongside the policy or decision it is part of. As well as this, the equality assessment could be made available externally at various points of policy development. This will often mean publishing your analysis before the policy is finalised, thereby enabling people to engage with you on your findings.	Cabinet 16.3.15
When will you update this analysis?	Please state at what stage of your project you will do this and when you expect this update to take place. If you are not planning to update this analysis, say why not.	March 2016
4.3 I confirm that the information in sections 1 - 4 is accurate, comprehensive and up-to-date		
Officers that must approve this decision	Name and position	Date
Report author	Maria Nawrocka	
Director of Corporate Services		
<i>Email this completed form to data.equalities@croydon.gov.uk, together with an email trail showing that the director is satisfied with it.</i>		
4.4 Feedback from the corporate equalities team		
Name of equalities officer		
Date received by equalities team	Please send an acknowledgement	
Feedback on decision		
<i>Please send this to the report author and democratic services, corporate programme office and procurement team as appropriate</i>		

