

Children's Services EIAs

<b>Savings Programme reference(s)</b>	<b>Service Area</b>
CS03	Care Leavers/Post 16
CS04	Wessex Dance
CS05	Participation
CS06	New Ways of Working (CSTP Cross Branch)
CS07	Youth Offending Team
CS08	Short Breaks – Overnight Respite
CS09	Short Breaks Activities
CS10	Sold Services: Out of Hours (OOHs)
CS11	Modernising Placements Programme (MPP)
CS12	Services to Schools
CS13	Children with Additional Needs
CS14	Skills and Participation
CS16	Strategic Development
CS17	HTST
CS18	Workforce Development
CS19	Health & Partnership
CS20	Attribution of Placement Costs
CS21	SfYC

**CS03 – Care Leavers/Post 16**

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS03: Post 16 Accommodation</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – Post 16 Accommodation – 2021/04/16</i></b>

**EIA writer(s) and authoriser**

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Alison Smailes	Children's Services	Head of SLI&SD	Alison.smailes@hants.gov.uk	Via MS Teams	16/04/21	1
2	EIA authoriser	Stuart Ashley	Children's Services	Deputy Director	<a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>	Via Teams	29/04/21	
3	EIA Coordinator	Betsy Locke	Children's Services	Project Officer	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>	Teams		

**Section one – information about the service and service change**

<b>Service affected</b>	Accommodation and support for post 16 young people
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>This project seeks to further enhance and develop accommodation and support provision for young people aged 16-21, providing person centred and outcome focussed support to young people (including Looked After children, Care Leavers and young people known or not known yet to Children's Services with an established connection to Hampshire). This proposal will:</p> <ul style="list-style-type: none"> <li>- Enter into an arrangement with independent providers to better commission placements.</li> <li>- Collaborate with district/borough councils to identify capital build options that meet the needs of young people.</li> <li>- Revise the processes in place to ensure timely transition into suitable and appropriate provision for post 16 CIC.</li> </ul>
<b>Please explain the new/changed service/policy/project</b>	The service will continue to be accessible to all 16–21-year-olds and will ensure through the service specification stability and quality of provision, that accommodation is provided with good transport links where appropriate. Staff will be trained appropriately to support young people with all their needs.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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## Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Engagement will be carried out with providers, stakeholders, district and borough councils and other authorities. The feedback received will inform the specification and detail of the project. Feedback from young people will form part of the engagement.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age	Yes					Public
Disability	Yes					Public

<b>Gender reassignment</b>	Yes					Public
<b>Pregnancy and maternity</b>	Yes					Public
<b>Race</b>	Yes					Public
<b>Religion or belief</b>	Yes					Public
<b>Sex</b>	Yes					Public
<b>Sexual orientation</b>	Yes					Public
<b>Marriage &amp; civil partnership</b>	Yes					Public
<b>Poverty</b>	Yes					Public
<b>Rurality</b>	Yes					Public

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	No (all Hants see above)

East Hampshire	“
Eastleigh	“
Fareham	“
Gosport	“
Hart	“
Havant	“
New Forest	“
Rushmoor	“
Test Valley	“
Winchester	“

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
N/A none identified as neutral or low	

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
N/A none identified as medium or high negative			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
All	The service is for all 16–21-year-olds who are or have been looked after, care leavers or have a connection to Hampshire, it is accessible to all and staffed by those who are appropriately trained in meeting the specific needs of young people. The service will aim to secure even better outcomes for all young people.

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>1</sup>.

- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Staff will be trained as appropriate to support young people's needs, but at the current time there are no known impacts for staff with protected characteristics of this training.

### Box 2

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

This project aims to utilise resources effectively and efficiently, in focusing on the specific needs of young people and collaborating with districts/borough and providers to provide the accommodation and support that is needed in supporting their transition to independence. There are positive impacts for those with protected characteristics.



**CS04 Wessex Dance Academy**

## SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS04: Wessex Dance Academy</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – Wessex Dance Academy – 2021/04/16</i></b>

**EIA writer(s) and authoriser**

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Alison Smailes	Children's Services	Head of SLI&SD	Alison.smailes@hants.gov.uk	Via MS Teams	16/04/21	1
2	EIA authoriser	Stuart Ashley	Children's Services	Deputy Director	<a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>	Via Teams	29/04/21	
3	EIA Coordinator							

## Section one – information about the service and service change

<b>Service affected</b>	Wessex Dance Academy
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>Based on a partnership between Hampshire County Council and Hampshire Cultural trust, for over 10 years Wessex Dance Academy (WDA) has successfully delivered 12-week contemporary dance programmes three times a year (aligned with school terms) for vulnerable young people aged 15-24 across the county. The cohort of young people who benefit from WDA include children who are Looked After, Care Leavers, young people attending Education Centres, those excluded from school/at risk of being excluded as well as young people who offend/are at risk of doing so.</p> <p>WDA's ethos is to provide a warm and nurturing environment within which young people learn to dance to a professional standard culminating in a public performance at the Theatre Royal, Winchester. The confidence gained in learning new skills within a structured day, with support on hand from skilled staff very often leads to other positive outcomes such as a return to school/entry into training/employment and improved relationships with family.</p>
<b>Please explain the new/changed service/policy/project</b>	The funding for Wessex Dance Academy (WDA) has changed over the years as the project has developed from a small-scale project into an established programme for vulnerable young people. The Academy currently runs three cohorts a year and is now ten years old. As the Academy continues to improve outcomes for young people the proposal is to identify and maximise opportunities for alternative sources of funding (for example increasing the fundraising opportunities), along with options for efficiencies to the current service model and delivery.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

We previously consulted with referrers in summer 2019.

We will consult with WDA referrers about the current relevant proposals once they are scoped and agreed.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

## Table 1 Impact Assessment

## Children's Services EIAs

## Appendix 5

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age	Yes	Yes				Positive–Public Neutral-Staff
Disability		Yes				Both
Gender reassignment		Yes				Both
Pregnancy and maternity		Yes				Both
Race		Yes				Both
Religion or belief		Yes				Both
Sex		Yes				Both
Sexual orientation		Yes				Both
Marriage & civil partnership		Yes				Both
Poverty		Yes				Both
Rurality		Yes				Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

Table 3 Consideration of and explanation for neutral or low negative impacts

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
All characteristics (except age)	The WDA has a positive impact on young people who are vulnerable and for many of whom protected characteristics apply. The proposed changes will not change the benefit of the programme to young people, so these changes have been identified as neutral for both staff and public. At this stage there is no indication of negative impacts on the staff (who are mostly female) and this will be monitored as the proposal is further developed.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
<i>N/A – none identified as medium or high</i>			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
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Age	The continued delivery of WDA will have a positive impact on younger people and their outcomes which the Academy has been proven to deliver from our external evaluation. Many of these young people are not currently in education, training, or employment.
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**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>2</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

As the proposal is developed the impact assessment will be improved and reviewed as appropriate and relevant.
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**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified
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## CS05 Participation

### SP23 Equality Impact Assessment Form - [Confidential](#)

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS05: Participation</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – Participation – 2021/04/16</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Alison Smailes	Children's Services	Head of SLI&SD	<a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a>	Via MS Team	16/04/21	1
2	EIA authoriser	Stuart Ashley	Children's Services	Deputy Director	<a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>	Via Teams	29/04/21	
3	EIA Coordinator	Betsy Locke	Children's Services		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

### Section one – information about the service and service change

<b>Service affected</b>	Children and Families Branch
<b>Please provide a short description of the service / policy/project/project phase</b>	The participation of children and families is key to the delivery of our services and the impact of our outcomes, and is fully embedded within all teams and districts, and led locally.
<b>Please explain the new/changed service/policy/project</b>	As a result of the work being undertaken by districts, services and teams, the proposal is for one post to be deleted (Participation Officer) as this is no longer work that needs to be/is done or co-ordinated centrally by one person.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	<b>No, but is planned to be undertaken</b>
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A full consultation in line with HR procedures will be taken with the post holder concerned in due course as appropriate.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		Yes				Both
Disability		Yes				Both
Gender reassignment		Yes				Both

<b>Pregnancy and maternity</b>		Yes				Both
<b>Race</b>		Yes				Both
<b>Religion or belief</b>		Yes				Both
<b>Sex</b>		Yes				Both
<b>Sexual orientation</b>		Yes				Both
<b>Marriage &amp; civil partnership</b>		Yes				Both
<b>Poverty</b>		Yes				Both
<b>Rurality</b>		Yes				Both
Yes						

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	

East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
All characteristics	The wider public and services to children and families will have neutral impact from this proposal as there will be no change experienced for them. For the post holder there will be a

	consultation as required and it is envisaged that they will be redeployed into a suitable role utilising their skills within the department
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For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
<i>N/A none identified</i>			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
N/A	

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped

- The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
- Consider undertaking consultation/re-consulting<sup>3</sup>.
- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

N/A

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified

## CS06 New Ways of Working

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

Name of SP23 proposal:	SP23 Opportunity Reference: Please use this structure as a reference for your EIA: <b>EIA –CSD CS06NWOW /21/06/10</b>
C&F New Ways of Working	CS06

### EIA writer(s) and authoriser

No		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Stuart Bestwick	Children's Services	Head of Service	Stuart.Bestwick@hants.gov.uk	0370 779 6297	01/06/21	1
2	EIA authoriser	Ian Smart	Children's Services	Assistant Director	ian.smart@hants.gov.uk	0370 779 8506	09.07.21	1
3	EIA Coordinator	Betsy Locke	Children's Services		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		



## Section one – information about the service and service change

<b>Service affected</b>	Day to day operations of Children's Service Department (CSD) and therefore potentially all staff and some partners and service users.
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>During the Covid lockdown, services across CSD have adopted new and more agile ways of working using technology to work at home and connect with our partners and service users. This has resulted in a significant underspend in travel, parking, printing and could lead to potential reduction in premises cost.</p> <p>A small project team will be assigned to understand the nature of these costs and ensure the savings can be maintained (repeatable) without adversely affecting future service provision once the New Ways of Working (NWoW) have been established.</p>
<b>Please explain the new/changed service/policy/project</b>	Changes not yet identified; Individual EIAs will be revisited as the options emerge.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

<b>Has any pre-consultation engagement been carried out?</b> (Delete as appropriate)		
Yes	No	No, but is planned to be undertaken
<b>Describe the consultation or engagement you have performed or are intending to perform.</b> Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.		
There has been a corporate survey completed by staff to consider arrangements for returning to office working under the Collective Wisdom and these have informed an Open Workplace policy.		
CSDMT have developed these with further engagements to interpret what the new ways of working will mean for the department. Departmental principles have been pulled together with staff. Each branch of CSD has also been developing conversations within their own services to refine the principles for returning to the office in line with their circumstances.		
If there is a need identified to seek views or consult formally with any group, research and consultation will be undertaken to inform and support decision making. Individual EIAs will then be developed to support identified characteristics.		

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment – initial anticipated potential impacts**

Protected characteristic	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
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(see <a href="#">EIA Guidance</a> for considerations)						
Age		X				Both
Disability		X				Both
Gender reassignment		X				Both
Pregnancy and maternity		X				Both
Race		X				Both
Religion or belief		X				Both
Sex		X				Both
Sexual orientation		X				Both
Marriage & civil partnership		X				Both
Poverty		X				Both
Rurality		X				Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

**Section three: Equality Statement** – We will consider the next sections once we have assessed and identified whether any characteristic is affected.

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

Table 3 Consideration of and explanation for neutral or low negative impacts

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
Age	Following the analysis an EIA will be developed to support any identified characteristics
Disability	Following the analysis an EIA will be developed to support any identified characteristics
Gender reassignment	Following the analysis an EIA will be developed to support any identified characteristics
Pregnancy and maternity	Following the analysis an EIA will be developed to support any identified characteristics
Race	Following the analysis an EIA will be developed to support any identified characteristics
Religion or belief	Following the analysis an EIA will be developed to support any identified characteristics
Sex	Following the analysis an EIA will be developed to support any identified characteristics
Sexual orientation	Following the analysis an EIA will be developed to support any identified characteristics
Marriage & civil partnership	Following the analysis an EIA will be developed to support any identified characteristics
Poverty	Following the analysis an EIA will be developed to support any identified characteristics
Rurality	Following the analysis an EIA will be developed to support any identified characteristics

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having	Is there a Geographical impact? If so, please	Short explanation of mitigating actions
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	medium or high negative impact	explain -use list below to identify geographical area(s)	

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>4</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

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Full EIAs will be developed for each workstream following analysis.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS07 Youth Offending Team

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS07: Youth Offending Team</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – YOT – 2021/04/16</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Alison Smailes	CSD	Head of SLI&SD	<a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a>	Via MS Teams	16/04/21	1
2	EIA authoriser	Stuart Ashley	CSD	Deputy Director	<a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>	Via Teams	29/04/21	
3	EIA Coordinator	Betsy Locke	Children's Services		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

### Section one – information about the service and service change



<b>Service affected</b>	Hampshire Youth Offending Team
<b>Please provide a short description of the service / policy/project/project phase</b>	The Youth Offending team (YOT) is a multi-agency statutory partnership set up to prevent offending and reoffending of children and young people.
<b>Please explain the new/changed service/policy/project</b>	Over recent years the success of the Youth Justice System has been marked. There has been a significant reduction in children entering the system and in the number of children in custody. As caseloads within the YOT continue to reduce, the proposal is to decrease the staffing levels required by not replacing some posts when they become vacant and adjusting recruitment to ensure resource meets the demand.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		Yes				Both
Disability		Yes				Both
Gender reassignment		Yes				Both

<b>Pregnancy and maternity</b>		Yes				Both
<b>Race</b>		Yes				Both
<b>Religion or belief</b>		Yes				Both
<b>Sex</b>		Yes				Both
<b>Sexual orientation</b>		Yes				Both
<b>Marriage &amp; civil partnership</b>		Yes				Both
<b>Poverty</b>		Yes				Both
<b>Rurality</b>		Yes				Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

<b>Area</b>	<b>Yes / no</b>
All Hampshire	Yes
Basingstoke and Deane	
East Hampshire	

Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
All characteristics	There is a neutral impact on both the public and staff for all characteristics – as caseloads in YOT continue to fall the number of staff required decreases, so recruitment to vacant posts will be reviewed to match resource with demand.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
<i>N/A none are identified as medium or high</i>			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
N/A	

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>5</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.

- Carry out a subsequent impact severity assessment following mitigating actions

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

N/A

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative impacts identified.

## CS08 Short Breaks – Overnight Respite

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b>
<b><i>CS08: Short Breaks Overnight Respite</i></b>	Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – Short Breaks Overnight Respite</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Kieran Lyons	CSD	Head of Service	<a href="mailto:Kieran.Lyons@hants.gov.uk">Kieran.Lyons@hants.gov.uk</a>	Via Teams	25/08/21	1
2	EIA authoriser	Suzanne Smith	CSD	Assistant Director	<a href="mailto:suzanne.smith2@hants.gov.uk">suzanne.smith2@hants.gov.uk</a>	Via Teams	25/08/21	
3	EIA Coordinator	Betsy Locke	CSD		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	Via Teams	25/08/21	

## Section one – information about the service and service change

<b>Service affected</b>	<p>Children with disabilities and complex needs may need specialist services from Children's Services. For some children this can include overnight short breaks (respite), care support, technology enable care, buddies and in some cases, residential placements.</p> <p>The County Council operates one children's home providing residential respite, Firvale in Basingstoke. The service has been closed since March 2020 due to the Covid-19 pandemic and no families have had access to the support provided from it. Additionally, all staff have been temporarily redeployed to other roles during this period.</p> <p>Other children access County Council commissioned services, delivered by external third-party providers. External services are commissioned, purchased and paid for in a variety of different ways including through contractual arrangements between the County Council and service providers, and through direct payments and personal budgets to families.</p> <p>More information can be found here:  <a href="http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds">www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds</a></p>
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>The County Council is now recommending that Firvale remains closed and alternative services should be either maintained or identified for the 12 families who previously used the home. The County Council believes that alternative provision can be sourced more cost effectively than at present, whilst continuing to meet the needs of those families.</p> <p>For Firvale to remain closed, alternative provision will need to be commissioned to either replace what the 12 families were previously receiving from Firvale or to provide an alternative form of provision which continues to meet their needs. This could include respite purchased from external providers, the offer of a Direct Payment or Personal Budget, the use of Specialist Respite Care with foster carers, the use of technology in the home and the community or care support provided in the home or the community. Families who may have used Firvale in the future will also be offered these alternative services where they have been assessed as needing them.</p>



<p><b>Please explain the new/changed service/policy/project</b></p>	<p>The potential service changes could have the following impacts:</p> <ul style="list-style-type: none"> <li>• 12 Children and their families will not return to receiving their overnight respite from Firvale.</li> <li>• No future families will receive their overnight respite from Firvale.</li> <li>• Families will receive alternative services which could include respite purchased from external providers, the offer of a Direct Payment or Personal Budget, the use of Specialist Respite Care with foster carers, the use of technology in the home and the community or care support provided in the home or the community.</li> <li>• Some families may have to travel further to access their alternative services.</li> <li>• Families who are current users of Firvale may have to experience a period of adjustment as they become familiar with their new services.</li> <li>• Children and their families' may benefit from increasingly modern and efficient services, enabled through further use of technology and, where appropriate, delivered within their own homes.</li> <li>• Children and their families may have greater flexibility and choice in terms of the services available to support them.</li> <li>• Children and families many find that the services they need are delivered in different locations, by different organisations and in different ways.</li> <li>• External service providers would share greater accountability for supporting children and their families, with commissioning increasingly focussed on achieving outcomes and supporting the development of independence skills.</li> <li>• The way in which services are paid for may change if voluntary and community organisations are commissioned directly by families as a result of an increase in personal budgets.</li> </ul> <p>Please note:</p> <ul style="list-style-type: none"> <li>• the County Council would continue to meet its statutory requirements</li> </ul> <p>These are examples of potential impacts; specific impacts will depend upon the options considered and agreed.</p>
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## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) sought residents' and stakeholders' views on strategic options for funding the Authority's budget gap. The public consultation closed on 18<sup>th</sup> July 2021. Of the 2,027 responses received there were 13 comments relevant to this work.

There were five (5) respondents who expressed concerns that the outcome of these changes would be a reduction in the overall capacity of respite care, leading to increased pressures and reliance on a wider range of publicly funded services from other public sector agencies and service providers (such as NHS organisations, District and Borough Councils).

Three (3) Respondents recognised that if respite care is to be provided in new ways (such as through the voluntary and community sector) capacity building and market development will be required. Furthermore, it was acknowledged that the effective delivery of these types of services is best achieved through a collaborative approach, working with partners, including NHS organisations, District and Borough Councils and voluntary community and social enterprises.

One (1) respondent suggested that some families may find the administration of Personal Budgets an additional burden if they were provided as an alternative form of provision. Another commented that "As a parent with a special needs child this area is currently drastically underfunded".

Irrespective of how service delivery is changed four (4) respondents emphasised the need for long-term plans to be collaborative and focused on the promotion of health and well-being for service users and families.

A detailed 'stage two' consultation, prior to any decisions on service specific changes are made is planned to be opened in 2022.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes (Some for Short Breaks activities)	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A range of stakeholder engagement activity will be taken forward with key groups including service users and their families (through their social workers in the Disabled Childrens Teams), staff (through line management), stakeholder/advocacy groups (through service leads). A briefing is also scheduled with Trade Union representatives.

The public consultation is planned to be opened in January 2022 and will be publicised across a range of engagement channels and social media outlets.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age				Yes		Public
Disability				Yes		Public
Gender reassignment		Yes				Public

<b>Pregnancy and maternity</b>		Yes				Public
<b>Race</b>		Yes				Public
<b>Religion or belief</b>		Yes				Public
<b>Sex</b>				Yes		Public / Staff
<b>Sexual orientation</b>		Yes				Public
<b>Marriage &amp; civil partnership</b>		Yes				Public
<b>Poverty</b>		Yes				Public
<b>Rurality</b>		Yes				Public

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

<b>Area</b>	<b>Yes / no</b>
All Hampshire	YES
Basingstoke and Deane	
East Hampshire	

Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### Section three: Equality Statement

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
A and B – Sex, Age and Disability (medium negative)	<p><b>Sex:</b> HCC staff at Firvale are currently all female, three of whom work part time hours.</p> <p><b>Age:</b> All service users are under 18 years of age. Of the 12 children currently allocated provision at Firvale, two are aged 17+, and a further five are 16+. These young people will commence their transition to alternative respite provision (though Adults Health &amp; Care).</p>

	<b>Disability:</b> All service users are registered disabled. For some young people a change in respite provision will be a challenging and unsettling experience.
B – All other protected characteristics (neutral)	There would be a range of other suitable services offered – the child and family would either be offered alternative respite provision, or an alternative and suitable care package would meet their assessed needs. The Council would continue to actively work with independent providers to develop the marketplace for both overnight respite and a range of other activities.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
Sex	HCC staff at Firvale are currently all female, three of whom work on a part-time hours basis.	Firvale is located in Basingstoke, alternate roles may require additional or less travel from employees' home to work base. Until redeployment discussions commence, it will not be possible to determine what the impact will be.	As Firvale is currently closed, all staff are currently re-deployed across other Children's residential homes. We will work with displaced employees to identify suitable alternative roles and seek to maintain existing working patterns where this can be achieved. A staff consultation will be run alongside the public consultation.
Disability	All service users are registered disabled. For some young people a change in respite	The services are open to those across the county area.	A range of alternative provision will be offered to meet the assessed needs of children and young people

	provision will be a challenging and unsettling experience.		and will be done in partnership with families to minimise the impact of the transition. The fact that Firvale has not been open for 18 months will also reduce the impact of any transition.
Age	All service users are under 18 years of age. Of the 12 children currently allocated provision at Firvale, two are aged 17+, and a further five are 16+. These young people will commence their transition to alternative respite provision (though Adults Health & Care).	The services are open to those across the county area. Six of the current 12 service users live in the Basingstoke area. If service users are offered alternative respite provision to Firvale, there is potential for additional travel time to be incurred.	A range of alternative provision will be offered to meet the assessed needs of children and young people. Support with transport may be considered as part of any work with families regarding new respite provision. Within the current cohort of service users, there are seven (out of 12) who will be moving on to Adults Health & Care services in the next 18 months. Irrespective of decisions around the future of Firvale, these service users would be transitioning to alternate services.

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
N/A	

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>6</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

N/A
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**Box 2**

If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:

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## CS09 Short Breaks Activities

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS09: Short Breaks Activities</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – Short Breaks a – August 2021</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Laura Timms	CSD	Head of Commissioning and Service Development	<a href="mailto:Laura.Timms@hants.gov.uk">Laura.Timms@hants.gov.uk</a>	Via MS Teams	24/08/21	1
2	EIA authoriser	Suzanne Smith	CSD	Assistant Director -	<a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a>	Via MS Teams	26/8/21	1

3	EIA Coordinator	Betsy Locke	CSD	EIA coordinator	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>	Via MS Teams		
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## Section one – information about the service and service change

<b>Service affected</b>	The Short Break Activities programme involves the use of grant funding to support groups and organisations in Hampshire to provide Short Break activities that enable children and young people with disabilities or additional needs to join in with safe and fun activities. They give parents or carers an opportunity to have a short break from caring.
<b>Please provide a short description of the service / policy/project/project phase</b>	To consider the scope, delivery and funding of commissioned short break activities identifying innovative service delivery opportunities (building on Covid learning) and targeting parental priorities. Furthermore, and subject to Holiday Activities and Food programme funding from the Department for Education continuing, this project will seek to align the HAF offer with relevant short break activities to ensure the most efficient use of public funds and reduce any duplication.
<b>Please explain the new/changed service/policy/project</b>	<p>The potential service changes could have the following impacts:</p> <ul style="list-style-type: none"> <li>• Children and young people are provided with a healthy meal as part of their short break activity</li> <li>• More children who are eligible for Free School Meals are able to access Short Break Activities</li> <li>• If HAF funding does not continue, a public consultation may be required to seek views on how best to reshape the short breaks offer, maximising opportunities for innovative forms of service delivery, meeting parental priorities and to realise a £200,000 saving.</li> <li>• A review of available funding sources may identify alternative funding options for external providers that helps to reduce their reliance on the County Council. This could be, for example, new grants (such as the Holiday Activities and Food scheme) or contributions from families (such as Disability Living Allowance / Personal Independence Payment or parental contributions)</li> </ul>

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

Yes

**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

A consultation was undertaken in 2020 with parents / carers and young people on the use of the Short Breaks budget. This information has informed the priorities for grant allocations. No further pre-engagement has been undertaken on these proposals and we will carry out a consultation as required before any decisions are made.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

Table 1 Impact Assessment

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age			Yes			Public
Disability			Yes			Public
Gender reassignment		Yes				Public
Pregnancy and maternity		Yes				Public
Race		Yes				Public
Religion or belief		Yes				Public
Sex			Yes - females			Public
Sexual orientation		Yes				Public
Marriage & civil partnership		Yes				Public
Poverty	Yes					Public

Rurality		Yes				Public
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**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	YES
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	

Winchester	
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**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
Age (low negative)	In the event that HAF funding does not continue, the proposal will see a potential change to the Short Breaks activities offer, and potential availability of service which will affect young people (who have a disability) and parent/carers. According to the 2019 census, parent / carers are female adults in the main (58% of carers nationally are female and 8% of carers nationally care for a disabled child).
Disability (low negative)	Short Break Activities are for children who have a disability and their parent/carers, so in the event that HAF funding is not available and there is a potential change to Short Break Activities, then people with a disability could be negatively impacted.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
<i>N/A – none identified as medium or high negative</i>			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
Poverty	Assuming the HAF funding is available there is the potential for more people who are eligible for free school meals to access short break activities.

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>7</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**



**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There are currently no medium or high impacts identified

## CS10 Sold Services Out of Hours

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>  <b><i>CS10: Sold Services – Out of Hours</i></b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –Children's Services – OOH – 2021/04/16</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Alison Smailes	CSD	Head of SLI&SD	<a href="mailto:Alison.smailes@hants.gov.uk">Alison.smailes@hants.gov.uk</a>	Via MS Teams	16/04/21	1
2	EIA authoriser	Stuart Ashley	CSD	Deputy Director	<a href="mailto:Stuart.ashley@hants.gov.uk">Stuart.ashley@hants.gov.uk</a>	Via Teams	29/04/21	
3	EIA Coordinator	Betsy Locke	CSD		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

## Section one – information about the service and service change

<b>Service affected</b>	Out of Hours Service
<b>Please provide a short description of the service / policy/project/project phase</b>	The Out of Hours (OOH) service currently provides a social work response where required out of 'office' hours (evenings, through the night and weekends). Hampshire's service, which covers both adults and children, already provides services for the Isle of Wight, Southampton, and Portsmouth across children and/or vulnerable adults.
<b>Please explain the new/changed service/policy/project</b>	<p>The proposal is to scope the opportunities for selling our OOH services further afield to other authorities, whilst maximising our offer to current customers and maintaining our high-quality service within Hampshire. The benefit of this proposal will be to enhance the out of hours consistency of decision making and threshold for children, families, and vulnerable adults across a wider geographical area with the advantages of economies of scale.</p> <p>There is a real opportunity for regional LAs to pool resources and share in Hampshire expertise, streamlining interactions for allied professionals (such as police, health) and bringing a coherence to thresholds for access to services that cross a number of areas.</p> <p>Various models of delivery will be scoped and costed, after consulting with those organisations/authorities about what their needs and requirements might be and what they might want to buy.</p>

<p>The County Council's <i>Serving Hampshire Balancing the Budget</i> consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.</p>		
<p><b>Has any pre-consultation engagement been carried out?</b> (Delete as appropriate)</p>		
Yes	No	<b>No, but is planned to be undertaken</b>
<p><b>Describe the consultation or engagement you have performed or are intending to perform.</b> Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.</p>		
<p>We plan to consult with partners and other authorities/organisations as part of our scoping work about what their requirements would be in purchasing out of hours services from Hampshire.</p>		

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

## **Table 1 Impact Assessment**

## Children's Services EIAs

## Appendix 5

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		Yes				Both
Disability		Yes				Both
Gender reassignment		Yes				Both
Pregnancy and maternity		Yes				Both
Race		Yes				Both
Religion or belief		Yes				Both
Sex		Yes				Both
Sexual orientation		Yes				Both
Marriage & civil partnership		Yes				Both
Poverty		Yes				Both
Rurality		Yes				Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	No
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
All characteristics	There are neutral equality impacts for both staff and the public in Hampshire for this proposal to extend the sold service of Out of Hours to further local authorities. The work and the service provided will be the same standard and quality within Hampshire; we would be extending and sharing our service and expertise to others who wish to buy into the service.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
<i>N/A no medium or high impacts identified</i>			

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
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	N/A
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**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>8</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

N/A
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**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no low, medium or high negative equality impacts identified in this income generating proposal.
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## CS11 Modernising Placements Programme

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

Name of SP23 proposal:	SP23 Opportunity Reference: Please use this structure as a reference for your EIA: <b><i>EIA –[Department]-[title]-[year/month/day]</i></b>
Modernising Placements Programme	EIA – Children's Services – Modernising Placements Programme – 2021/03/05

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Amber James	Children's Services	Head of Resource & Partnerships	amber.james@hants.gov.uk	07595 495728	05/03/21	1
2	EIA authoriser	Suzanne Smith	Children's Services	Assistant Director	<a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a>	Teams		
3	EIA Coordinator	Betsy Locke	Children's Services	Workforce Development	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>			

				Support Officer				
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## Section one – information about the service and service change

<b>Service affected</b>	<u>Children's Services</u>
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>Children in care are one of the most vulnerable groups in society with national and local data showing that their needs are becoming more complex as societal influences change. The cost of care is also the most significant expenditure to Hampshire County Council's (HCC) Children's Services, influenced by market forces including high demand and limited supply in the national 'market' for external provider placements. Placements in Hampshire are a mixed economy between in-house provision and external, usually private, providers.</p> <p>It is a statutory requirement for Children's Services to ensure sufficient placements that meet the needs of its children. Nationally, there continues to be a shortage of placements particularly for children with complex needs and, in Hampshire, this challenge is no different. Our foster carers approvals have not kept pace with our children's needs. At the same time, decisions made when placing complex children alongside each other are critical to each child's wellbeing. In our residential children's homes this has led to lower bed occupancy.</p> <p>The Modernising Placements Programme (MPP) is part of a wider transformation of Children's Services', which supports our vision to ensure that children and young people have the best possible start in life. The focus for MPP is to ensure that when children and young people come into care, they are provided with the most appropriate placement and support that will meet their needs.</p> <p>Over the past 12 months, MPP has undertaken extensive national, international, and other local authority research to capture the challenges we are facing, and design and plan services and responses that will help us overcome these. This discovery phase resulted in identification of areas for priority focus, and a number of service developments to respond to these.</p>

<p><b>Please explain the new/changed service/policy/project</b></p>	<p>The aim of MPP is to develop care which provides the right accommodation and support at the right time for our looked after children in Hampshire's own provider services. It is also designed to support the shaping of the external market for the needs of Hampshire's children. The work of MPP is broad and wide ranging.</p> <p>Within foster care the programme will aim to improve the service by:</p> <ul style="list-style-type: none"> <li>• Improved marketing of foster care to potential foster carers</li> <li>• Optimising the foster carer suitability assessment process</li> <li>• Enhanced foster carer support from the psychological service (see below), and in the form of foster carer networks (Hampshire Hives) which will provide peer support, and</li> <li>• Improved relationships and contracts with Independent Fostering Agencies.</li> </ul> <p>Within residential care, improve the experience of looked after children by:</p> <ul style="list-style-type: none"> <li>• Introducing an Urgent and Extended Care service, providing immediate assessment of care requirements supporting transition to a permanent appropriate place of care and ongoing contact and support for children in care.</li> <li>• Improved training pathways for residential care staff.</li> <li>• Providing additional support via the Psychological Service (see below)</li> <li>• Improved relationships and contracts with private residential homes.</li> </ul> <p>Introduction of a Psychological Service to:</p> <ul style="list-style-type: none"> <li>• Increase in carers' resilience, confidence, and capability</li> <li>• Increase care placement stability.</li> <li>• Increase foster carer recruitment and retention.</li> <li>• Ensure children feel valued and heard.</li> <li>• Embed a culture of trauma informed parenting.</li> </ul>
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## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)		
Yes		
<p><b>Describe the consultation or engagement you have performed or are intending to perform.</b>  Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.</p> <p>Developments within the fostering service (specifically the Hampshire Hive foster carer network) have been discussed with staff in the fostering service and with Hampshire County Council foster carers (and wider where applicable) over the last 12 months to gather views, support the development of proposals and design the service that will be delivered.</p> <p>Focus groups were undertaken by the Insight &amp; Engagement Team with Hampshire residents to provide intelligence about what fostering means to people and begin to test out messages used by the service in marketing.</p> <p>A group of Expert by Experience researchers (children in care and care leavers) were identified through interview and began training prior to the first COVID lockdown. The aim for this group was for the researchers to be trained in undertaking research to then go out to children in care and care leavers to provide views on what is important to them in their care to inform the programme's direction. This work had to be placed on hold during the pandemic but has recently been restarted. A survey is in draft to canvass views more widely in advance of holding face to face discussions.</p> <p>Additionally, the Rees Centre (Oxford University) has been commissioned to undertake work to hear the voice of the family, again to understand what is important when their children are in care and to ensure that this is used to guide both the development of MPP but also Children's social care work more widely.</p>		

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age	X					Public
Disability	X					Public
Gender reassignment		X				Public
Pregnancy and maternity		X				Public
Race			X			Public
Religion or belief		X				Public
Sex				X		Public
Sexual orientation		X				Public

Marriage & civil partnership		X				Public
Poverty		X				Public
Rurality		X				Public

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	

Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
Gender reassignment	The programme does not specifically seek to respond to needs around gender reassignment but within the context of Children's Services' work, staff are sensitive and responsive to listening and supporting children with their identity and this will continue within any changes the programme makes. The research being undertaken to obtain the voice of children in care may help influence any further actions required.
Pregnancy and maternity	There is no impact identified through the programme on meeting the needs of children who are pregnant.
Race	The population of Hampshire is predominately White British (92%) with 96.8% speaking English as their main language, but this does vary geographically across the county. Children in Hampshire's care have a marginally higher proportion (10.4%) from non-White ethnic backgrounds and includes children who are unaccompanied asylum seekers. Hampshire's approved foster carers closely mirror the general population with 92.7% recorded as White British. Children's needs are met on an individual basis and race is considered but with the high proportion of White ethnicity in Hampshire it is critical that the programme ensures that services are sensitive, responsive, accessible, and enabling. Representation of BAME actors/models in visual marketing output is used to demonstrate that anyone of any ethnicity can become a foster carer.



Sexual orientation	There is no impact identified in the programme. Children's individual needs are met through their care planning and staff and carers have skills in caring for children who are LGBTQ+. Foster carers who are LGBTQ+ are actively promoted in communications and recruitment.
Marriage and civil partnership	There is no impact identified through the programme regarding marriage and civil partnership.
Poverty	There is no impact identified through the programme on poverty.
Rurality	The fostering service is aware of where foster carers live within Hampshire to ensure that homes are available across the county to support children staying close to their family home wherever possible. There is specific impact identified through the programme on rurality.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions
Sex	49% of Hampshire's population is male. Within the children in care population in Hampshire, boys tend to be overrepresented (currently 58%). However, the fostering service has a majority of female foster carers being the primary carer, so the needs of boys are sometimes more difficult for them to meet.	No	The needs of girls and boys are considered in the programme through the individual approaches to care. When considering role models, the needs of each child are considered, and mitigations identified through wider support groups if the primary carer is female, and the fostering service actively recruits male carers. The programme is seeking to

			increase the skills and capabilities of staff and carers to support the needs of boys.
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If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
Age	MPP is seeking to gain the voice of children in care to guide the development of services being delivered under the programme as well as provide a wider understanding of what could be even better in how we deliver care. Trauma informed approaches mean children's wellbeing should be enhanced as their experiences are understood and therefore how they receive help will change for the better. This approach encompasses education so there is a wider shared understanding supporting positive educational outcomes. Within the Urgent & Extended Care Service, priority is being given to access to education for the cohort. Under Fostering Regulations there is a minimum age limit to become a foster carer, but no upper age limit is enforced. Each applicant is assessed according to their individual suitability to foster.
Disability	The programme is seeking to embed trauma informed parenting and deliver a psychological service that supports the development of skills and capabilities in staff and foster carers. The aim is to understand the experiences of a child and relate those to how to support them. 50% of children in care meet the criteria for a possible mental health disorder compared to one in ten outside of the care system. MPP will provide enhanced support for mental wellbeing and longer-term outcomes which complements the services providing by partner Child and Adolescent Mental Health Service (CAMHS). The development of the Urgent & Extended Care Service includes an Occupational Therapy environment assessment to ensure that it will be accessible to children with additional sensory needs and disabilities, MPP is also looking at increasing the numbers of carers who are approved to care for disabled children through the Specialist Respite Care scheme, this scheme provides temporary care for children giving a

	break to long term carers. Recruitment of foster carers is actively promoting those who are disabled dispelling myths that they cannot foster.
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**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>9</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

The Modernising Placements Programme aims to enhance and provide additionality to the services in place for children in care. The programme is responding to a number of issues that are known both locally and nationally and, therefore, is not intended to remove or disrupt services. This reduces the potential for negative impacts.
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**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

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## CS12 Services to Schools

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA CSD-Services to Schools-20210430</i></b>
Services to Schools	CS12

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Simon Francis	Children's Services	Quality Improvement Service Manager (EYs)	<a href="mailto:Simon.francis@hants.gov.uk">Simon.francis@hants.gov.uk</a>	07849606408	26.4.21	
2	EIA authoriser	Brian Pope	Children's Services	Assistant Director	<a href="mailto:brian.pope@hants.gov.uk">brian.pope@hants.gov.uk</a>	02392 441471	30.04.21	
3	EIA Coordinator							

## Section one – information about the service and service change

<b>Service affected</b>	<b>Education and Inclusion</b>
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>Education and Inclusion is an umbrella name for a variety of different services that support the education of children, staff, and leadership groups, including Governors, within schools and colleges, and other various education related activities.</p> <p>Most of these different departments have a business relationship with schools and colleges that is either based on a Service Level Agreement or the direct purchase of time and resource. There is also an element of centrally funded (LA) provision, mostly around the LA delivering its statutory functions to schools and colleges.</p> <p>The individual services involved in this exercise are:</p> <p><b>Hampshire Music Service:</b></p> <p>Hampshire Music Service is one of the largest music services in the country. It provides a music education service to Hampshire schools and colleges promoting high quality learning opportunities, at school and beyond the school day, through a wide range of charged for activities that include small group instrumental and vocal tuition in schools, class music teaching, Instrument hire scheme, area and county youth ensembles, support for teaching staff workshops and large-scale projects.</p> <p><b>Hampshire Futures:</b></p> <p>Hampshire futures offers a range of high-quality services and support for schools, colleges and training providers in delivering careers and work-related learning programmes. This includes face to face careers advice for work experience for students and support to colleges with careers strategy and the advice and guidance on achieving</p>

	<p>a Quality Careers Standard. They work mainly within Hampshire but are expanding their work to other Local Authorities.</p> <p><b>Governor Services:</b></p> <p>Governor Services provide access to support and training for governors and committee members that enables them to effectively fulfil their roles and responsibilities.</p> <p><b>Hampshire Study Centres</b></p> <p>Support the delivery of a rich and varied curriculum offer to schools and children across Hampshire through visits (residential and day visits) to two Hampshire owned and run study centres.</p> <p><b>Hampshire Inspection and Advisory Service.</b></p> <p>Hampshire Inspection and Advisory Service central role is to improve the quality of teaching and learning in schools. From whole-school management through to staff development and training, the services are designed to ensure the maximum benefits to pupils with the overall aim of improving the outcomes for all. This work is delivered through a range of activities that include inspection review and evaluation, Ofsted inspection preparation and follow up, curriculum development, management and professional consultancy, staff development and training, annual conferences, staff recruitment, curriculum support etc.</p>
<p><b>Please explain the new/changed service/policy/project</b></p>	<p>Each of the services described above has been asked to do an initial review of their area and identify potential areas where either additional revenue maybe be able to be generated – through activities such as increasing activity in Hampshire schools and those beyond Hampshire borders, considering pricing policy etc. or through a range of efficiencies and other savings. Individual services will review initial ideas, consider the feasibility of those plans, and start to assess the potential impact of those solutions on service delivery and those who use the services, which is predominantly schools and colleges and families of children of school age.</p>

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## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

	No	
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

No consultation has yet occurred as the work has currently been focussed upon identifying potential areas for making savings and efficiencies. Now these have been identified, individual Heads of Service will consider in more detail the practicalities and detail of their outline proposals. If there is a need identified to seek views or to consult formally with various groups these will be undertaken to inform and support decision making.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.



If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		X				Both
Disability		X				Both
Gender reassignment		X				Both
Pregnancy and maternity		X				Both
Race		X				Both
Religion or belief		X				Both
Sex		X				Both
Sexual orientation		X				Both

Marriage & civil partnership		x				Both
Poverty		X				Both
Rurality		x				Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	

Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
Age Disability Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation Marriage & civil partnership Poverty Rurality	<p>The judgement that there will be a 'neutral' impact on those with any of the protected characteristics is based on the fact that the majority of approaches are centred around efficiencies, particularly due to new and innovative ways of working remotely. Initial thinking is that this will have almost no impact. Where price rises are being suggested, the approach is to add as small amounts as possible over significant volumes of transactions, so that the increases do not become a barrier to accessing services.</p> <p>As plans develop, there will be a continual focus and review of potential impact. For example, considering whether an increased remote/virtual learning approach disadvantage older people who may not have access to suitable IT services.</p>

**For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:**

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having	Is there a Geographical impact? If so, please	Short explanation of mitigating actions
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	medium or high negative impact	explain -use list below to identify geographical area(s)	

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>10</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

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**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

There is no requirement for a full EIA due to the fact that the assessment is that the impact of the savings programme will be neutral across all protected characteristics.
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## CS13 Children with Additional Needs

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA –CSD – Children with Additional Needs - 210430</i></b>
Children with Additional Needs	CS13

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Jayne Howarth	Childrens Service's	County Education Manager (Inclusion)	Jayne.howarth@hants.gov.uk	03707793373	13/08/2021	
2	EIA authoriser	Brian Pope	Childrens Service's	Assistant Director Education and Inclusion	brian.pope@hants.gov.uk	023 9244 1471	30/04/2021	
3	EIA Coordinator	Betsy Locke	Children's Services	WFD Project Officer	<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

### Section one – information about the service and service change

<b>Service affected</b>	Inclusion Services
<b>Please provide a short description of the service / policy/project/project phase</b>	There are several inclusion services that are currently funded by the Local Authority. These services facilitate vulnerable children's access to education and support improved outcomes. They include the Virtual School, Hampshire and the Isle of Wight's Educational Psychology Service and the Inclusion Support Service.
<b>Please explain the new/changed service/policy/project</b>	This project will review the functions of inclusion services to consider which are essential statutory services and will remain funded by the Local Authority and which are services could be funded in alternative ways through the dedicated schools grant. The proposal is to review costs for the non-statutory work with schools (currently funded by the Local Authority) and consider funding them through other sources.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Any proposals would have to be considered by School's Forum, in their advisory role in the oversight of the dedicated schools grant regarding the options for elements of work that might be funded by this budget.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		X				
Disability		X				
Gender reassignment		X				



<b>Pregnancy and maternity</b>		x				
<b>Race</b>		x				
<b>Religion or belief</b>		x				
<b>Sex</b>		x				
<b>Sexual orientation</b>		x				
<b>Marriage &amp; civil partnership</b>		x				
<b>Poverty</b>		x				
<b>Rurality</b>		x				

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

<b>Area</b>	<b>Yes / no</b>
All Hampshire	yes
Basingstoke and Deane	
East Hampshire	

Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
All	It is not anticipated at this stage that there would be a change service delivery and so the anticipated impact is neutral Should after the proposal is further developed a change to service delivery be proposed then a further EIA will need to be completed.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>11</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.

- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS14 Skills and Participation

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA – [Department]-[title]-[year/month/day]</i></b>
CS14 – Skills & Participation	

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Phillip Walker	Children's Services	County Education Manager	<a href="mailto:Phillip.Walker@hants.gov.uk">Phillip.Walker@hants.gov.uk</a>	07540 930270	6 <sup>th</sup> May 2021	
2	EIA authoriser	Brian Pope	Children's Services	Assistant Director	Brian.Pope@hants.gov.uk	Via Teams		
3	EIA Coordinator	Betsy Locke	Children's Services	WFD Project Officer	<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

### Section one – information about the service and service change

<b>Service affected</b>	Skills & Participation
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>The service leads the County Council's work to influence and shape the Hampshire skills system so that individuals, communities, and employers have access to the skills provision they require to prosper, and in turn strengthen people's health, wellbeing, and prosperity. There is a particular focus on young people, technical and professional skills, and Apprenticeships.</p> <p>The service also supports the County Council's work in digital inclusion, low carbon, equality &amp; diversity, and public health.</p>
<b>Please explain the new/changed service/policy/project</b>	Cease work on promoting the skills agenda through the skills strategy and pass the work to the Local Enterprise Partnerships

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Consultation would be on a non-statutory basis, and via engagement with the Hampshire education and skills sector. This includes such bodies as schools, FE colleges, training providers, District Councils, and the Local Enterprise Partnerships (LEPs). We would also seek the views of employer representative bodies such as the Chamber of Commerce.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age			X			Both
Disability			X			Both
Gender reassignment			X			Both

Pregnancy and maternity			X			Both
Race			X			Both
Religion or belief			X			Both
Sex			X			Both
Sexual orientation			X			Both
Marriage & civil partnership			X			Both
Poverty			X			Both
Rurality			X			Both

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	X
Basingstoke and Deane	
East Hampshire	



Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
All	The proposal to reduce or stop the service would diminish the County Council's capacity to influence and shape the skills system in Hampshire. However, other agencies are charged with comparable responsibilities, primarily LEPs.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here. Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>1</sup>.

- 
- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

The proposal, if adopted, would diminish the County Council's capacity to influence and shape the Hampshire skills system. This will be in the form of reduced staff post. Strategic capacity will remain, albeit reduced.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

The proposal is made in the knowledge that UK government policy places a responsibility on LEPs and other agencies to fund, performance manage, and develop the skills system. This is part of a UK or England-wide policy framework. The proposal, if adopted, diminishes the County Council's capacity to influence and shape the Hampshire skills system to the benefit of Hampshire residents. It does not affect the policy framework.

## CS16 Strategic Development: Caretaking and Cleaning

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b>
Effective budget planning and efficient service delivery of caretaking and cleaning	EIA CSD SP23 CS 15: <b><i>EIA –Childrens Services-[title]- 29 April 2021</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Richard Vaughan	Children's Services	Deputy Head of Strategic Development	Richard.vaughan@hants.gov.uk	01962 846683	29 Apr. 21	1
2	EIA authoriser	Peter Colenutt	Children's Services	Assistant Director Strategic Development	Peter.colenutt@hants.gov.uk	01962 846270		

3	EIA Coordinator	Betsy Locke	Children's Services		<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		
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### Section one – information about the service and service change

<b>Service affected</b>	Childrens Services – Facilities Management function
<b>Please provide a short description of the service / policy/project/project phase</b>	The Children's Services Facilities Management Team are responsible for the provision of and running of the departments non-schools estate. This equates to over 20 sites spread across the County, made up of in the main office accommodation, client accessed properties and children's homes.
<b>Please explain the new/changed service/policy/project</b>	<p>There is no proposed change to service policy, the work will focus on undertaking more efficiently the way CSD sites are managed and serviced by the Facilities Management Team. As ways of working change, ways of managing CSD sites needs to change and as part of that change costs can be reduced.</p> <p>Areas being looked at but not limited to will include:</p> <ul style="list-style-type: none"> <li>FM staffing levels</li> <li>FM staff mileage</li> <li>Purchasing of services, equipment, and general products</li> <li>Maintenance regimes</li> <li>Number of properties within the estate</li> </ul>

### Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

		No, but if required it will be carried out.
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

Should decisions be taken as part of this work that in anyway have an impact on staff or service users the required consultation or engagement will be undertaken. At this point in time, it is not possible to say what this might look like or if it will be needed.

## **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

## **Table 1 Impact Assessment**

## Children's Services EIAs

## Appendix 5

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		X				
Disability		X				
Gender reassignment		X				
Pregnancy and maternity		X				
Race		X				
Religion or belief		X				
Sex		X				
Sexual orientation		X				
Marriage & civil partnership		X				
Poverty		X				
Rurality		X				

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	X
Basingstoke and Deane	
East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**



For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
All characteristics	The changes that might be to the management of the Children's Services estate will not be designed to have a negative impact on any users, staff, or clients. The proposal is to see if the mechanics of the management can be streamlined in order to reduce overall costs.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

## Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>12</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

## Box 1 Please set out any additional information which you think is relevant to this impact assessment:

## Box 2

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

Given the nature of the work could be considered business as usual and it should not have any detrimental impacts on any staff or users it is felt a full EIA is not required.



## CS17 Home to School Transport

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

Name of SP23 proposal:	SP23 Opportunity Reference: Please use this structure as a reference for your EIA: <b><i>EIA – CSD HTST 2021/03/29</i></b>
Home to School Transport	

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Martin Goff	Children's Services	Head of Admissions & Transport	<a href="mailto:martin.goff@hants.gov.uk">martin.goff@hants.gov.uk</a>		29/03/21	1
2	EIA authoriser	Suzanne Smith	Children's Services	Assistant Director	<a href="mailto:suzanne.smith2@hants.gov.uk">suzanne.smith2@hants.gov.uk</a>		29/03/21	1
3	EIA Coordinator	Betsy Locke	Children's Services	WFD Support Officer	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>		29/03/21	1

## Section one – information about the service and service change

<b>Service affected</b>	Home to School Transport – Childrens' Services Department
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>The County Council provides transport assistance for some children to attend school. This statutory service is largely provided to children attending their catchment school, but who live over 2 or 3 miles (depending on age) away from the school, as well as specialist Home to School Transport for Hampshire pupils with Special Educational Needs and/or disabilities (SEND). In both circumstances transport assistance is provided where children meet national eligibility criteria.</p> <p>Over £32 million is currently spent per financial year on providing Home to School Transport assistance to around 12,000 students. Of these, 9,000 attend Mainstream schools (at a cost of c£12 million) and 3,000 attend schools and colleges that meet their SEND requirements (at a cost of c£19.5 million).</p> <p>More information about the Home to School Transport service can be found at: <a href="http://www.hants.gov.uk/educationandlearning/schooltransport">www.hants.gov.uk/educationandlearning/schooltransport</a></p>
<b>Please explain the new/changed service/policy/project</b>	<p>An investigation into efficiencies in Home to School Transport for children achieved by other low-cost councils would be undertaken to inform the potential ways in which cost reductions could be delivered whilst also improving services. Reductions to the cost of providing the Home to School Transport service may be possible through:</p> <ul style="list-style-type: none"> <li>• An extensive review of the current service and the approach to dedicated, contracted transport provision. The review would consider opportunities to make efficiencies in contract management and for optimising use of School Escorts provided directly by operators,</li> <li>• Contracting one or multiple schools to a single operator,</li> <li>• Encouraging the transport operator market to better develop supply chains and</li> </ul>

	<p>become more proficient in organising transport routes. This could enable operators designing transport, working directly with children, families, and schools to make more efficient transport arrangements,</p> <ul style="list-style-type: none"> <li>• A redesign of the Home to School Transport service. Changes as outlined could achieve back-office efficiencies, such as; <ul style="list-style-type: none"> <li>– reduction in the number of invoices being processed each month.</li> <li>– parental and school queries being managed by the operator rather than the service.</li> <li>– school Escort recruitment and training being performed by the operator.</li> <li>– route planning being undertaken by the operator rather than the service.</li> </ul> </li> </ul>
<p><b>Impact of potential changes (added - not part of standard EIA template)</b></p>	<p>The potential service changes could have the following impacts:</p> <ul style="list-style-type: none"> <li>• Service users could see a change in their key contacts for transport arrangements. Users may also benefit from shorter journey times,</li> <li>• Schools would work directly with one transport operator and that transport operator may work across a number of schools in a similar location seeking to make more efficient transport arrangements,</li> <li>• Children from different schools may be transported, when it is safe and efficient to do so on the same vehicle,</li> <li>• Operators working with HCC to deliver this service could take on additional or changed responsibilities, either through their role in the supply chain and/or direct employment of School Escorts,</li> <li>• Currently School Escorts are almost all employed directly by HCC and assigned to a route. The School Escort workforce could see; <ul style="list-style-type: none"> <li>– the proportion of Escorts in the service, employed directly by HCC, reduce.</li> <li>– more employment opportunities with operators.</li> </ul> </li> <li>• Compliance training such as safe-guarding, disability awareness and health &amp; safety is delivered by operators (HCC retains overall accountability).</li> <li>• Where appropriate TUPE does apply. Pension liability may be a TUPE barrier for</li> </ul>

	the Operator.	
<b>Engagement and consultation</b>		
The County Council's <i>Serving Hampshire Balancing the Budget</i> consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.		
<b>Has any pre-consultation engagement been carried out?</b> (Delete as appropriate)		
	<b>No</b>	No, but is planned to be undertaken
<b>Describe the consultation or engagement you have performed or are intending to perform.</b> Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.		
No pre-consultation has taken place, but appropriate consultation will take place as proposals are developed.		

**Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1A Impact Assessment – Service Users (Customers)**

## Children's Services EIAs

## Appendix 5

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age			✓			Service Users
Disability				✓		Service Users
Gender reassignment		✓				Service Users
Pregnancy and maternity		✓				Service Users
Race		✓				Service Users
Religion or belief		✓				Service Users
Sex		✓				Service Users
Sexual orientation		✓				Service Users
Marriage & civil partnership		✓				Service Users
Poverty		✓				Service Users
Rurality				✓		Service Users

Table 1B Impact Assessment – School Escort Staff



## Children's Services EIAs

## Appendix 5

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age				✓		School Escort Staff
Disability				✓		School Escort Staff
Gender reassignment		✓				School Escort Staff
Pregnancy and maternity		✓				School escort Staff
Race		✓				School Escort Staff
Religion or belief		✓				School Escort Staff
Sex				✓		School Escort Staff
Sexual orientation		✓				School Escort Staff
Marriage & civil partnership		✓				Staff Escort Staff
Poverty		✓				School Escort Staff
Rurality		✓				School Escort Staff

**Table 1C Impact Assessment – Home to School Transport Service Team (Staff)**

Protected characteristic	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
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(see <a href="#">EIA Guidance</a> for considerations)						
Age				✓		HTST Staff
Disability		✓				HTST Staff
Gender reassignment		✓				HTST Staff
Pregnancy and maternity		✓				HTST Staff
Race		✓				HTST Staff
Religion or belief		✓				HTST Staff
Sex				✓		HTST Staff
Sexual orientation		✓				HTST Staff
Marriage & civil partnership		✓				HTST Staff
Poverty		✓				HTST Staff
Rurality		✓				HTST Staff

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
------	----------

All Hampshire	Yes
Basingstoke and Deane	No
East Hampshire	No
Eastleigh	No
Fareham	No
Gosport	No
Hart	No
Havant	No
New Forest	No
Rushmoor	No
Test Valley	No
Winchester	No

### **Section three: Equality Statement**

**For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.**

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
Age ( <u>Service User</u> )	This characteristic may experience a low negative impact as the changes will affect those in a specific age group. The service provides funded travel assistance for eligible children of compulsory school age and those aged 16 – 25 with SEND. Therefore, any changes to the service may impact children and young people aged 5 to 25 only. It is low negative as the commitment is to ensure the statutory service requirement for all eligible children and young people is not influenced by a protected characteristic.
All other protected characteristics in <u>service user</u> table 1A except those in table 4.	Service users are children and young people eligible for local authority funded home to school transport. There will be no impact for those with the protected characteristics, the service will continue to meet its statutory duty.
All other protected characteristics in <u>staff</u> tables 1B & 1C except those in table 4.	Any changes to an individual's employment status would not be influenced by a protected characteristic. If any changes were proposed for HCC employees, this would follow the appropriate consultation process.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

## Children's Services EIAs

## Appendix 5

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s)	Short explanation of mitigating actions
<b>Disability (Service User)</b>	Approximately 2,750 children and a further 300 Post 16 students with SEND travel. The review may lead to changes in service, for example children may need to be picked up from a central point rather than be collected from their home address. For some children, this may mean an increase in overall journey times and require being accompanied by a responsible adult, parent, or guardian for this portion of the journey. This may apply to approximately 120 children who are wheel-chair users. There may be more sharing with SEN and Mainstream pupils and across schools to achieve transport economies of scale.	None	A consultation and engagement process that outlines the HTST service policy, deliverables & expectations. Confirmation that the proposed changes do not impact on HCC's ability to meet statutory requirements.

## Children's Services EIAs

## Appendix 5

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s)	Short explanation of mitigating actions
<b>Rurality (Service User)</b>	The rural resident child may face a more complicated home to pick up arrangement as the proposals aim to maximise transport utilisation and costs.	None	HTST will work with operators to ensure routes are fully optimised and journey times, including home to pick up are not longer than necessary and/or comply with policy. The policy proposes maximum journey times of 45 mins for Primary and 75 mins for Secondary pupils where possible. There are longer journeys for SEN pupils due to specialist provision requirements, the service will work with operators on a 'should not' rather than 'must not' basis not to exceed the above travel times.
<b>Age (School Escort Staff)</b>	School Escorts are employed by HCC of which; 43% are 55-64, (this compares with CSD 24% and HCC 23%), and 29% are 65 and over (this compares with CSD 7% and HCC 4%). This staff group may be affected as there is an intention to employ School Escorts through operators as part of the proposals. The number of School Escorts directly employed by HCC is likely to reduce.	None	The allocation of a School Escort continues to be based on a need's led basis. Changes to existing provision is likely to reduce the number of School Escorts employed by HCC. However, there will be requirement to support transport arrangements where required.

## Children's Services EIAs

## Appendix 5

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s)	Short explanation of mitigating actions
<b>Sex (School Escort Staff)</b>	90% of School Escorts are female (this compares with CSD 85% and HCC 76%). If their employment changes or ends, it will be impacting the female workforce. The number of School Escorts directly employed by HCC is likely to reduce.	None	The allocation of a School Escort continues to be based on a need's led basis. Changes to existing provision is likely to reduce the number of School Escorts employed by HCC. However, there will be requirement to support transport arrangements where required. The allocation of a School Escort continues to be based on a need's led basis.
<b>Disability (School Escort Staff)</b>	4.3% (20) staff have a disability. This compares with CSD (4.5%) and HCC (3.9%). Whilst this only impacts 20 staff, the service is conscious any staff reasonable adjustments are maintained to enable them to fulfil their job requirements.	None	The allocation of a School Escort continues to be based on a need's led basis and not influenced by a protected characteristic. The service only differentiates with School Escorts based on the training requirements needed to support the child.
<b>Age (HTST Service Team)</b>	50% of staff are aged between 30-54 (this compares with CSD 58.4% and HCC 61%) and 31.8% are 55-64 (this compares with CSD 24% and HCC 23%). Any proposed changes will impact this age group the most if more 'back office' and customer service deliverables are moved to the operator.	None	The proposals won't impact the whole workforce and there will still be a requirement to handle customer queries and deliver back-office functions.

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain - use list below to identify geographical area(s)	Short explanation of mitigating actions
<b>Sex (HTST Service Team)</b>	81.8% of staff are female this compares with CSD 85% and HCC 76%. Any proposed changes would impact this group the most if more 'back office' and customer service deliverables are moved to the operator.	None	The proposals won't impact the whole workforce and there will still be a requirement to handle customer queries and deliver back-office functions.

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts (N/A)**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
	N/A

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped.
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>13</sup>.



- If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

The County Council would continue to meet its statutory requirements.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS18 Workforce Development

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b>
<b>Children's Services Workforce Development</b>	Please use this structure as a reference for your EIA: <b><i>EIA – Children's Services - Workforce Development- 2021/04/26</i></b>

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Gemma Durrant	Children's Services	Head of Workforce Development	Gemma.durrant@hants.gov.uk	07565 201263	26/04/21	1
2	EIA authoriser	Suzanne Smith	Children's Services	Assistant Director	<a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a>	Teams	28/04/21	
3	EIA Coordinator	Betsy Locke	Children's Services	Project Officer	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>	Teams	29/04/21	

Section one – information about the service and service change

<b>Service affected</b>	Children's Services Workforce Development
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>Children's Services Workforce Development is responsible for the management of professional and vocational learning specific to the department which includes internal delivery of programmes of learning as well as external commissioning and recruitment/induction of graduate social workers. Training is delivered through a range of methods including self-directed, online and face to face. Where courses are delivered face-to-face, they are held in a number of venues including Northfields House (our CS Workforce Development training centre), internal HCC venues and external venues.</p> <p>This project aims to reduce the CSD workforce development budget through:</p> <ul style="list-style-type: none"> <li>• Restructure of the Workforce Development team. This will primarily be a management restructure to reduce overlap and increase accountability.</li> <li>• Reduce external commissioning bringing more delivery in-house and changing course provision to reduce cost.</li> <li>• Reduce external venue hire costs by delivering more training virtually allowing all face-to-face training to be delivered using HCC owned venues.</li> </ul>
<b>Please explain the new/changed service/policy/project</b>	<p>It is planned to restructure the Workforce Development team to reduce overlap, increase accountability and ensure roles align to the changing blend of learning and development delivery.</p> <p>Remove external venue hire. More training will be delivered as eLearning/virtual sessions therefore more capacity will be available at Northfields House to deliver face to face courses internally and therefore external venues will not be needed.</p>

	Replace some externally commissioned courses with in-house design/delivery and re-commission some externally delivered courses to enable the delivery of only essential content, methodology and practice learning reducing accreditation requirements to only where required by role.
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## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

These are all proposals that affect internal staff and do not have a large impact on residents. Consultation will be undertaken with staff to determine with them their ideas for how savings could be achieved as part of a reorganisation. Formal consultation will be undertaken with staff on any proposed restructuring process as part of the HR process.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age			X			Staff
Disability		x				Staff
Gender reassignment		x				Staff
Pregnancy and maternity		x				Staff
Race		x				Staff
Religion or belief		x				Staff
Sex		x				Staff
Sexual orientation		x				Staff

Marriage & civil partnership		x				Staff
Poverty		x				Staff
Rurality		x				Staff

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	No
Basingstoke and Deane	No
East Hampshire	No
Eastleigh	No
Fareham	No
Gosport	No
Hart	No
Havant	No
New Forest	No

Rushmoor	No
Test Valley	No
Winchester	No

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
<b>Age</b>	The staff affected in the potential restructuring are all 55+ although this is reflective of the demographic of the team as a whole.
<b>Disability</b>	With the move to more virtual learning there could be potential impacts depending on the type of disability, but the learning design process considers the need to be inclusive and make our learning as accessible as possible. Depending on the disability some employees may find it easier to attend virtual rather than face to face training as there will be no travel requirement.
<b>Gender reassignment</b>	There is no impact on this characteristic.
<b>Pregnancy and maternity</b>	Pregnant staff may find it more comfortable to attend virtual learning from home and for those on maternity leave they may find it easier to access virtual learning as part of their Keeping in Touch days virtually rather than needing to come into an office,
<b>Race</b>	There is no impact on this characteristic.
<b>Religion or belief</b>	There is no impact on this characteristic.
<b>Sex</b>	There is no impact on this characteristic.

<b>Sexual orientation</b>	There is no impact on this characteristic.
<b>Marriage &amp; civil partnership</b>	There is no impact on this characteristic.
<b>Poverty</b>	There is no impact on this characteristic.
<b>Rurality</b>	Rural staff may find it slightly more difficult to access virtual/online learning if internet speeds are slow although it will also reduce their travel time to venues which may be further from their homes.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact



## Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>14</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

## Box 1 Please set out any additional information which you think is relevant to this impact assessment:

Once details of the restructuring are known a further EIA will be conducted which considers the potential staff involved and will be a more in depth and targeted piece of work based on the data.

## Box 2

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**



## CS19 Health and Partnerships

<b>Name of SP23 proposal:</b>	<b>SP23 Opportunity Reference:</b> Please use this structure as a reference for your EIA: <b><i>EIA [CSD – Health integration – 31/3/21]</i></b>
Health Integration	

## EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Hayley Maspero	Children's Services	Strategic Partnership Development Manager	Hayley.maspero@hants.gov.uk	0370 779 6554	31/3/21	1
2	EIA authoriser	Suzanne Smith	Children's Services	Assistant Director	<a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a>	Teams		
3	EIA Coordinator	Betsy Locke	Children's Services	Project Officer	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>	Teams		

## Section one – information about the service and service change

<b>Service affected</b>	Continuing Care process and care commissioning
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<p><b>Please provide a short description of the service / policy/project/project phase</b></p>	<p>Children and young people may receive a "continuing care package" if they have needs arising from disability, accident or illness that cannot be met by existing universal or specialist services alone. There is a well-established multi agency process in place for children that are eligible for continuing care, further integration to bring health and social care into a single team would bring efficiencies to the process which would improve the service user experience and reduce duplication and management overheads and therefore, staff cost.</p> <p>The project as it an early stage, researching existing models in place in other local authorities to inform what the integration could look like and how we could implement it.</p>
<p><b>Please explain the new/changed service/policy/project</b></p>	<p>The proposed integration would be between the Children's Services Health and Partnerships Team and the CCG Complex Care team.</p> <p>This workstream will investigate the potential for improved integration between the Continuing Care teams across Children's Services and the CCG, removing duplication of tasks, aligning governance, and improving the process for families.</p>

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

**Has any pre-consultation engagement been carried out?**

(Delete as appropriate)

	No	
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**Describe the consultation or engagement you have performed or are intending to perform.**

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The project is at a very early research phase which will inform how engagement will take place. The results of the Balancing the Budget consultation indicate that the majority (49%) disagree with reducing or changing services in order to contribute to anticipated savings. However, the majority of respondents would also like to increase council tax by less than 3.99% and 48% (compared to 42%) do not think that reserves should be used to plug the gap. 63% agreed overall that the County Council should explore further the possibility of changing local government structures which suggests that residents would be supportive of further integration with Health.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age			X			Staff
Disability		X				
Gender reassignment			X			Staff

<b>Pregnancy and maternity</b>		X				
<b>Race</b>		X				
<b>Religion or belief</b>		X				
<b>Sex</b>		X				
<b>Sexual orientation</b>		X				
<b>Marriage &amp; civil partnership</b>		X				
<b>Poverty</b>		X				
<b>Rurality</b>		X				

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes
Basingstoke and Deane	

East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

<b>Protected characteristic</b>	<b>Brief explanation of why this has been assessed as having neutral or low negative impact</b>
ALL	Any changes to the new team would go through a robust HR process to ensure no one is disadvantaged

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

**Table 4 Explanation and mitigation for medium and high impacts**

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>15</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.



- Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

## CS20 Attribution of Placements Costs

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

Name of SP23 proposal:	SP23 Opportunity Reference: Please use this structure as a reference for your EIA:
Funding of joint placements between Education and Children's Social Care	EIA – Childrens Services – INMSS spend from High Needs Budget – April 2021

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Laura Timms	CSD	Head of Commissioning and Service Development	<a href="mailto:Laura.timms@hants.gov.uk">Laura.timms@hants.gov.uk</a>	Via Teams	19/4/2021	
2	EIA authoriser	Suzanne Smith	Children's Services	Assistant Director	<a href="mailto:Suzanne.smith2@hants.gov.uk">Suzanne.smith2@hants.gov.uk</a>	Teams		
3	EIA Coordinator	Betsy Locke	Children's Services	Project Officer	<a href="mailto:eia.childrens@hants.gov.uk">eia.childrens@hants.gov.uk</a>	Teams		

### Section one – information about the service and service change

<b>Service affected.</b>	<p>The services affected by this proposal are the education and social care budgets in children's services. Hampshire County Council (HCC) support a number of young people who have a social worker and go to specialist (independent) schools for people with special educational needs. Both social care and education pay towards the school placement.</p> <p>There are also some young people in care, who have education as part of their placement. At the moment a high number of these placements are funded by social care alone.</p>
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>The proposal is to review the current way in which the payment of placement costs is split between Children and Families (Hampshire County Council revenue budget) and High Needs Block funding (Dedicated Schools Grant). There is no national system for allocating costs to different budgets, these are all locally decided.</p> <p>The proposal is to see a greater use of the of High Needs Block to fund both joint placements and social care residential placements where education is provided on site. Initially a review will be undertaken of the current spend by each department and how these decisions were made. A desktop comparison against other Local Authorities will also be carried out. The proposal is to ensure that all spend relating to education is funded from the education budget (Dedicated Schools Grant).</p> <p>The proposal will not impact children and young people as placements will continue to be funded and young people can continue to attend the provisions. There would be no process change for external education providers in terms of their payments - as they currently invoice a central point, and the split is arranged internally. The impact to staff will be a change in business process to ensure the agreed apportionment is correctly recharged internally. Once the new process is in place and agreed there should be no additional impact on staff, there may be time efficiencies with the implementation of a standardised process.</p>

	The impact politically will be that Hampshire's high needs block has a larger deficit, reflecting the educational costs. This increase in deficit will be more comparable to other Local Authorities.
<b>Please explain the new/changed service/policy/project</b>	The project should result in a clear process for agreeing funding splits internally between education and social care. This process will reflect the full extent of education costs being funded by education.

## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

	No	
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The proposal will initially be looked at as a desk top exercise with comparative work being undertaken with other Local Authorities to understand how education needs (and associated costs) are differentiated from social care needs (and costs). Having completed this work, we will engage with Schools forum and, if relevant, Parent Carer groups. Schools forum will be asked to consider the evidence and proposals for ensuring all educational needs are met by the education budget.

## Section two: Assessment

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		X				
Disability		X				
Gender reassignment		X				
Pregnancy and maternity		X				
Race		X				
Religion or belief		X				
Sex		X				

Sexual orientation		X				
Marriage & civil partnership		X				
Poverty		X				
Rurality		X				

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	Yes

**Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having medium or high negative impact	Is there a Geographical impact? If so, please explain -use list below to identify geographical area(s)	Short explanation of mitigating actions

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

Table 5 Consideration of and explanation for positive impacts

Protected characteristic	Brief explanation of why this has been assessed as having positive impact

#### Further actions and recommendations to consider:

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>16</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.

**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

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**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

This project focuses on an internal decision as to the way in which joint funding is apportioned. Providers currently invoice a central point; this will not change. Service users are not routinely informed of an agreed funding split between education and social care. The decision-making processes in relation to whether a placement is suitable and should be made is out of scope for this project, therefore there should be no impact on individual children and carers.

The impact is negligible and does not impact people with any of the protected characteristics unduly.

There is the potential that the introduction of the new process for the children in care could have a positive impact. The introduction of a clear process should ensure that there are no longer delays in children accessing education. This process change could result in a faster process and the detrimental impact of delays being removed.



## CS21 Services for Young Children

### SP23 Equality Impact Assessment Form

Guidance containing information and considerations for Equalities Impacts and paying due regard to the Public Sector Equality duty is available [here](#). Please refer to it before undertaking your EIA.

Name of SP23 proposal:	SP23 Opportunity Reference: Please use this structure as a reference for your EIA: <b><i>EIA –[Department]-[title]-[year/month/day]</i></b>
SfYC	EIA-CSD-SfYC-2021/04/27

### EIA writer(s) and authoriser

No.		Name	Department	Position	Email address	Phone number	Date	Issue
1	Report Writer(s)	Tracey Messer	Children's Services	Service Manager	Tracey.messer@hants.gov.uk		27.4.2021	
2	EIA authoriser	Brian Pope	Childrens Service's	Assistant Director Education and Inclusion	brian.pope@hants.gov.uk	023 9244 1471		
3	EIA Coordinator	Betsy Locke	Children's Services	WFD Project Officer	<a href="mailto:Eia.childrens@hants.gov.uk">Eia.childrens@hants.gov.uk</a>	0370 779 5530		

### Section one – information about the service and service change

<b>Service affected</b>	Services for Young Children
<b>Please provide a short description of the service / policy/project/project phase</b>	<p>SFYC administration provides administration functions to the whole of Services for Young Children which is made up of Education &amp; Inclusion – Quality Improvement and Inclusion and ABRD Childcare Development, Contact and Engagement and Early Years Funding. (A combined staff team of circa 90).</p> <p>The service supports the admin infrastructure needs of 2,500 childcare providers, of which 1400 are approved early years providers who make claims for early years funding. It maintains the Capita One early years data and information of all providers and the statutory link with OFSTED data feed. It makes all payments and invoicing for SFYC service needs. It is the main contact for SfYC for providers and parents and deals with first line of enquiries before forwarding on for more technical responses.</p> <p>There are 19.8 FTE staff within the SFYC admin service. This service has had reorganisation and reductions in budgets and staffing most recently in 2019 and subject to previous restructure in 2015.</p> <p>During the period September 2020 to March 2021 there were a total of 129,448 contacts of which 77% were email and 23% telephone calls.</p>

<p><b>Please explain the new/changed service/policy/project</b></p>	<p>This workstream will make efficiencies in the service's approach to handling in-bound contact (e.g., telephone, email, post, web) from service-users, providers, and partners, as well as its business processes, building on changes to delivery introduced through the pandemic, where new technology has enabled a more centralised service rather than geographic model. Changes planned include:</p> <ul style="list-style-type: none"> <li>i. Reviewing and improving the approach to contact management, including seeking opportunities to exploit technology.</li> <li>ii. Reducing administration resource through channel shift opportunities that increase the level of self service.</li> <li>iii. Streamline where possible, early years provider payments to reduce the number of payments made per term.</li> <li>iv. Ensure that the sold service function fully funds the administration resources needed.</li> </ul>
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## Engagement and consultation

The County Council's *Serving Hampshire Balancing the Budget* consultation (2021-2023) will seek residents' and stakeholders' views on strategic options for funding the Authority's budget gap. Where applicable, detailed proposals for making savings will be subject to further, more detailed 'stage two' consultation before any decisions on service specific changes are made.

### Has any pre-consultation engagement been carried out?

(Delete as appropriate)

Yes	No	No, but is planned to be undertaken
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### Describe the consultation or engagement you have performed or are intending to perform.

Describe who was engaged or consulted. What was the outcome of the activity and how have the results influenced what you are doing? If no consultation or engagement is planned, please explain why.

The change process is in the early stage.

There will be staff engagement and consultation about change in processes.

Where there is a change that affects external customers, such as changing the timescales for early years funding claims, there will be consultation planned regarding the proposed system and process changes.

### **Section two: Assessment**

Carefully and consciously consider the impacts of the proposed change.

Consider at this point whether the assessment is of impacts on staff or service users. If it is both the impacts may be contradictory for each group (negative for staff but positive for customers, or vice versa). Consider completing two assessment tables (one for staff and one for customers) and providing one equality statement for both groups.

If the proposed change is expected to have a positive, neutral (no impact) or negative (low, medium, or high) impact on people in the protected characteristics groups. Indicate the impact by entering the risk score in the relevant column in the table below.

If an overview assessment of due regard is appropriate, please go to box 2.

**Table 1 Impact Assessment**

Protected characteristic (see <a href="#">EIA Guidance</a> for considerations)	Positive	Neutral	Negative - low	Negative - Medium	Negative - High	Affects staff, public or both?
Age		x				
Disability			x			

Gender reassignment		X				
Pregnancy and maternity		X				
Race		X				
Religion or belief		X				
Sex		X				
Sexual orientation		X				
Marriage & civil partnership		X				
Poverty			X			
Rurality	X		X			

**Table 2 Geographical impact**

Does the proposal impact on a specific area? Consider the [demographic data](#) of the locations.

Area	Yes / no
All Hampshire	X
Basingstoke and Deane	

East Hampshire	
Eastleigh	
Fareham	
Gosport	
Hart	
Havant	
New Forest	
Rushmoor	
Test Valley	
Winchester	

### **Section three: Equality Statement**

For all characteristics marked as either having a neutral or low negative impact, challenge your assessment - carefully consider the protected characteristics, if necessary, review the Inclusion and Diversity eLearning, discuss with an EIA co-ordinator.

**Table 3 Consideration of and explanation for neutral or low negative impacts**

Protected characteristic	Brief explanation of why this has been assessed as having neutral or low negative impact
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Age, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief, Sexual Orientation, Marriage or Civil Partnership	There would be a neutral impact for these cohorts because the proposed changes do not affect these characteristics.
Disability	Any proposed channel shift to a more online or self-service way of working has potential to impact on any parents or providers whose disability affects their use of technology. Reasonable adjustments would need to be considered to mitigate any potential impact on staff with a disability.
Poverty	Any reliance on use of technology for self-service has potential to impact on those residents who are unable to afford IT devices and access internet provision. There may be opportunities to mitigate this by signposting to community facilities where IT is available, such as libraries.  Changes to the provider payment process as a result of this project might have an impact on provider cashflow, which in turn might affect how the free entitlement to childcare is offered by providers requiring charges for attendances that are not able to be claimed. This may affect families, especially low-income families.
Rurality	Any proposed solutions that rely on internet access have potential to impact on parents and providers in communities where internet coverage is poor. In mitigation, potential to retain some telephone-based services would be considered.

For all characteristics marked as either having a 'medium negative' or 'high negative', please complete the following table:

Table 4 Explanation and mitigation for medium and high impacts

Protected characteristic	Brief explanation of why this has been assessed as having	Is there a Geographical impact? If so, please explain -use list below to	Short explanation of mitigating actions
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	medium or high negative impact	identify geographical area(s)	

If you have specified mitigations as part of the assessment, now consider reviewing the impact severity/risk assessment.

For all characteristics marked as either having a positive impact please explain why here.

**Table 5 Consideration of and explanation for positive impacts**

Protected characteristic	Brief explanation of why this has been assessed as having positive impact
Rurality	Moves to more online self-service may help to reduce travel, increase engagement and broadband coverage is improving, thus there could also be a positive impact for service providers within rural communities.

**Further actions and recommendations to consider:**

- If neutral or low negative impacts have been carefully considered and identified correctly, the activity is likely to proceed.
- If medium negative or high negative have been identified:
  - The policy, service review, scheme or practice may be paused or stopped
  - The policy, service review, scheme or practice can be changed to remove, reduce, or mitigate against the negative impacts.
  - Consider undertaking consultation/re-consulting<sup>17</sup>.
  - If all options have been considered carefully and there are no other proportionate ways to remove, reduce, or mitigate - explain and justify reasons why in the assessment.
  - Carry out a subsequent impact severity assessment following mitigating actions.



**Box 1 Please set out any additional information which you think is relevant to this impact assessment:**

Current interactions with providers and the public already use self-service and online engagement. This project seeks to maximise opportunities to create more efficient processes.

**Box 2**

**If appropriate, (i.e., it is immediately evident that a full EIA is not necessary) please provide a short succinct assessment to show that due regard has been given and that there is no requirement for a full EIA:**

Solutions not yet identified therefore impact on equality characteristics is not yet known.